BEST AVAILABLE COPY

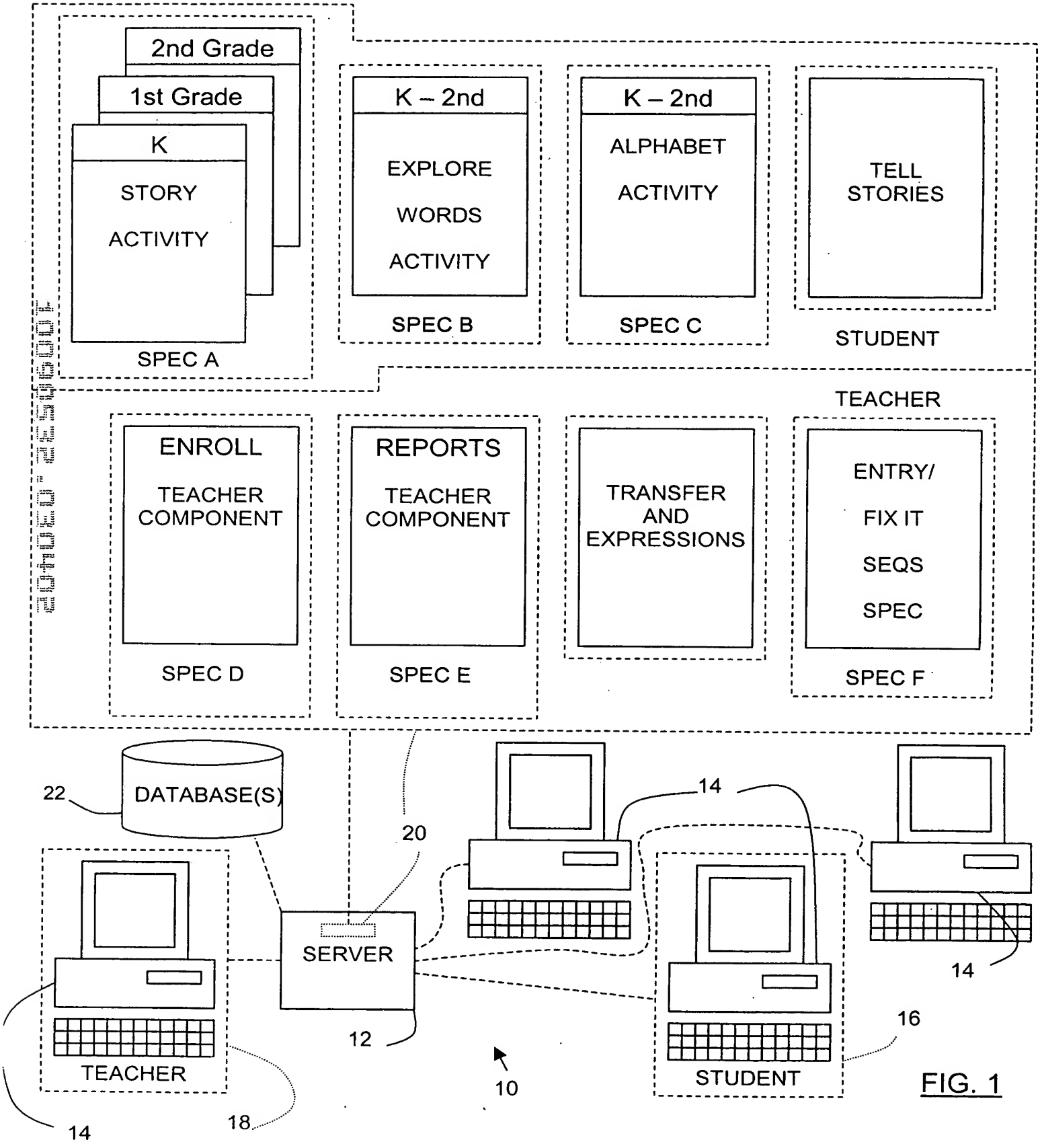


FIG. 1

Figure 2.1

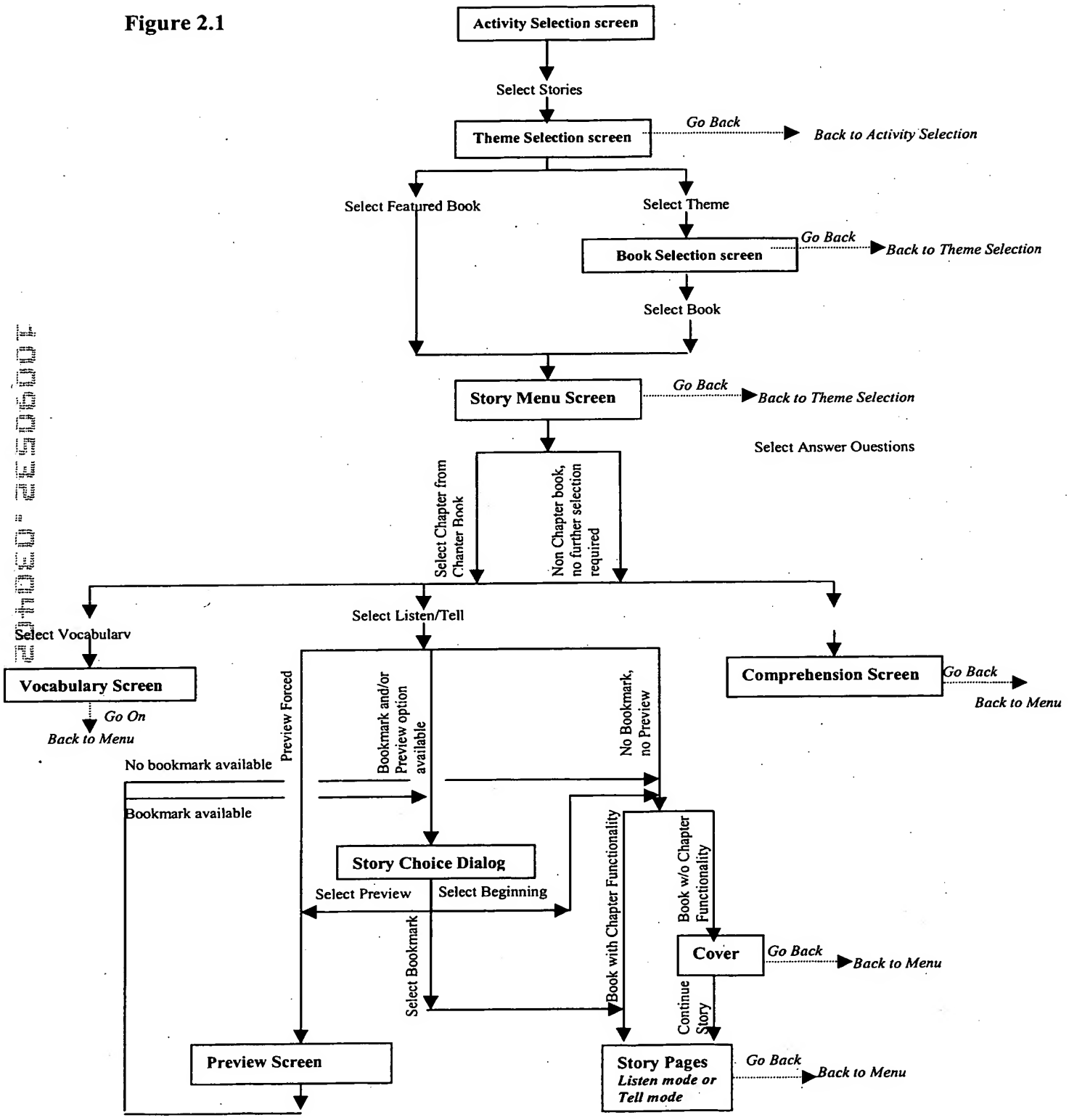

Activity Selection screen
Select Stories
Theme Selection screen
Go Back
Back to Activity Selection
Select Featured Book
Select Theme
Book Selection screen
Go Back
Back to Theme Selection
Select Book
Story Menu Screen
Go Back
Back to Theme Selection
Select Answer Questions
Select Chapter from Chanter Book
Non Chapter book, no further selection required
Select Vocabularv
Select Listen/Tell
Vocabulary Screen
Go On
Back to Menu
Comprehension Screen
Go Back
Back to Menu
Preview Forced
Bookmark and/or Preview option available
No Bookmark, no Preview
No bookmark available
Bookmark available
Story Choice Dialog
Select Preview
Select Beginning
Select Bookmark
Book with Chapter Functionality
Book w/o Chapter Functionality
Cover
Go Back
Back to Menu
Continue Story
Preview Screen
Story Pages
Listen mode or Tell mode
Go Back
Back to Menu

Figure 2.2

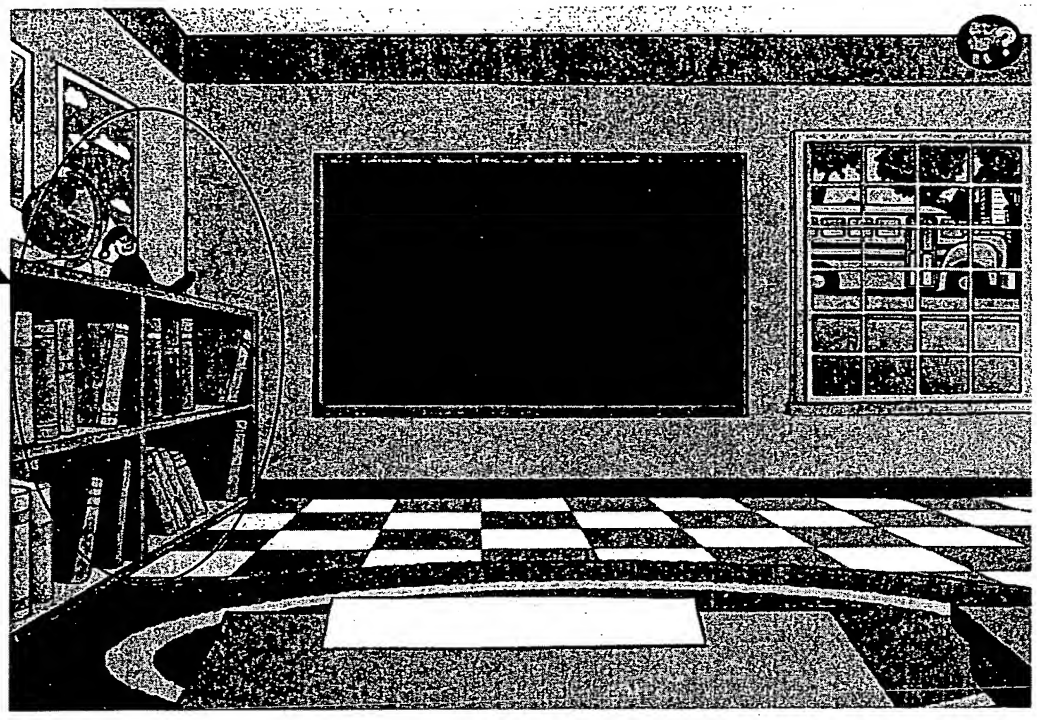


Figure 2.3

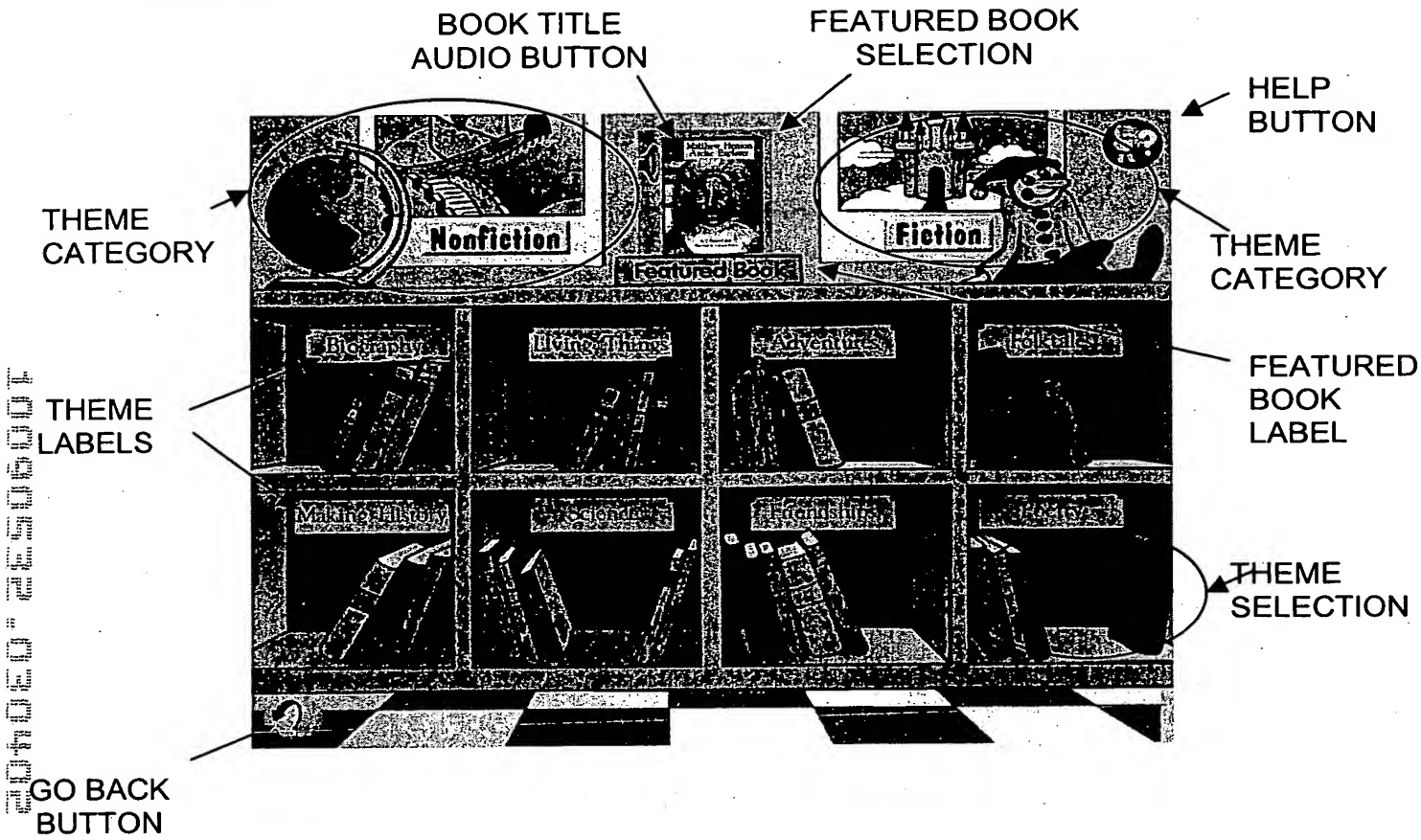

BOOK TITLE AUDIO BUTTON
FEATURED BOOK SELECTION
HELP BUTTON
THEME CATEGORY
THEME CATEGORY
FEATURED BOOK LABEL
THEME LABELS
THEME SELECTION
GO BACK BUTTON
Nonfiction
Featured Books
Fiction
Biography
Living Things
Adventure
Folktales
Making History
Science
Inventions
Sports

Figure 2.4

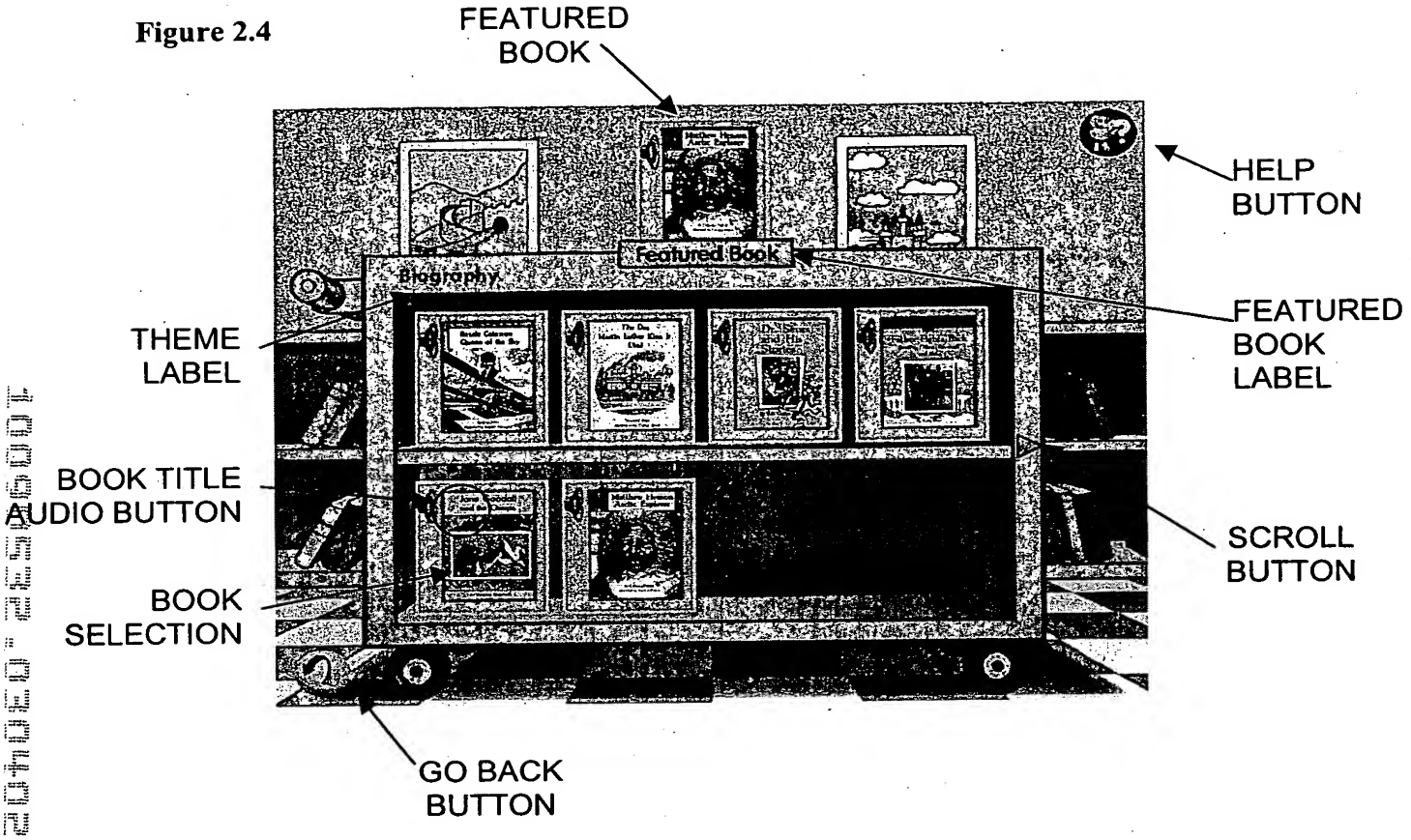

FEATURED BOOK
HELP BUTTON
Featured Book
Biography
THEME LABEL
FEATURED BOOK LABEL
BOOK TITLE AUDIO BUTTON
SCROLL BUTTON
BOOK SELECTION
GO BACK BUTTON

Figure 2.5

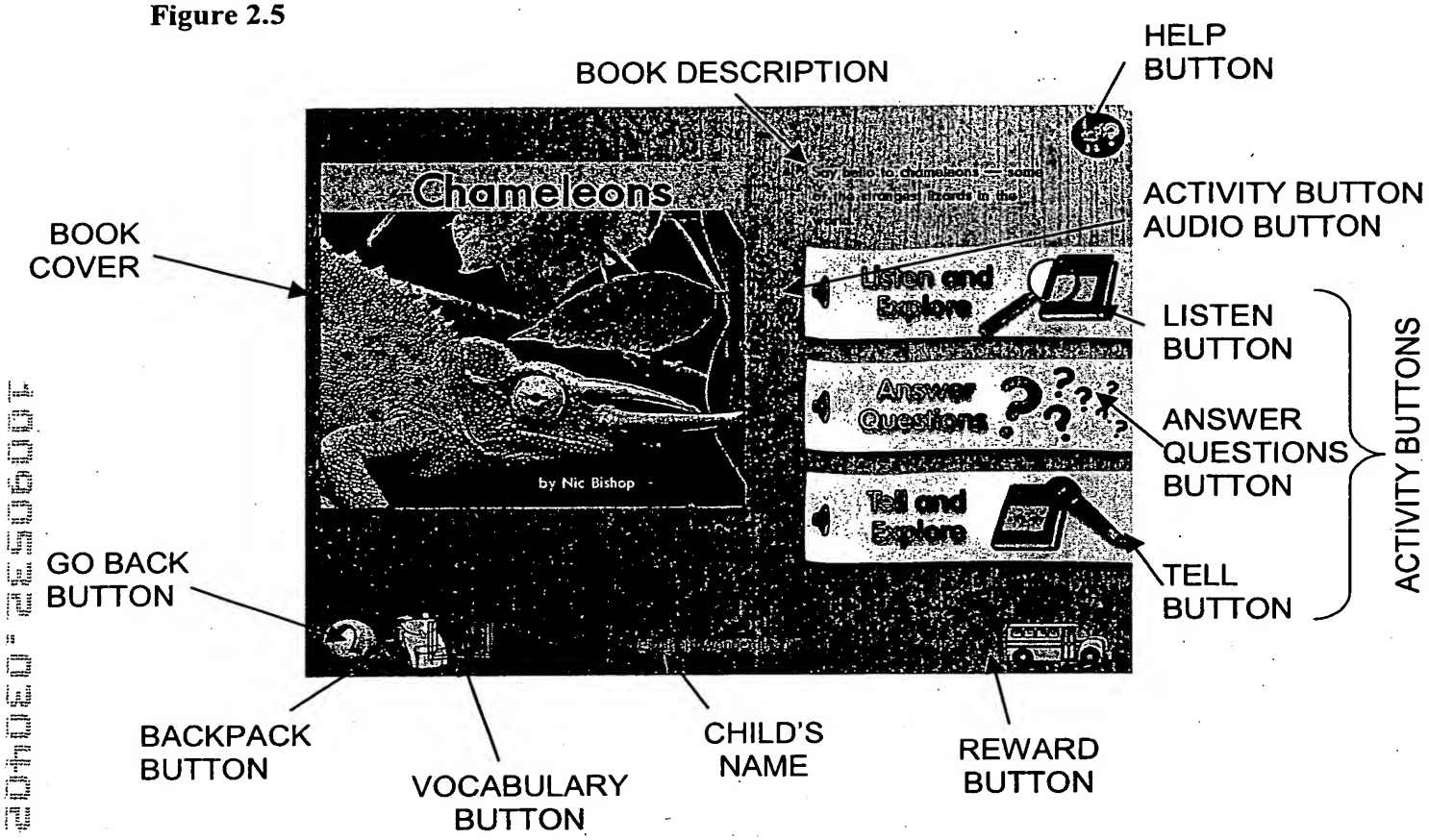

HELP BUTTON
BOOK DESCRIPTION
Chameleons
by Nic Bishop
ACTIVITY BUTTON AUDIO BUTTON
BOOK COVER
Listen and Explore
Answer Questions
Tell and Explore
LISTEN BUTTON
ANSWER QUESTIONS BUTTON
TELL BUTTON
ACTIVITY BUTTONS
GO BACK BUTTON
BACKPACK BUTTON
VOCABULARY BUTTON
CHILD'S NAME
REWARD BUTTON

Figure 2.6

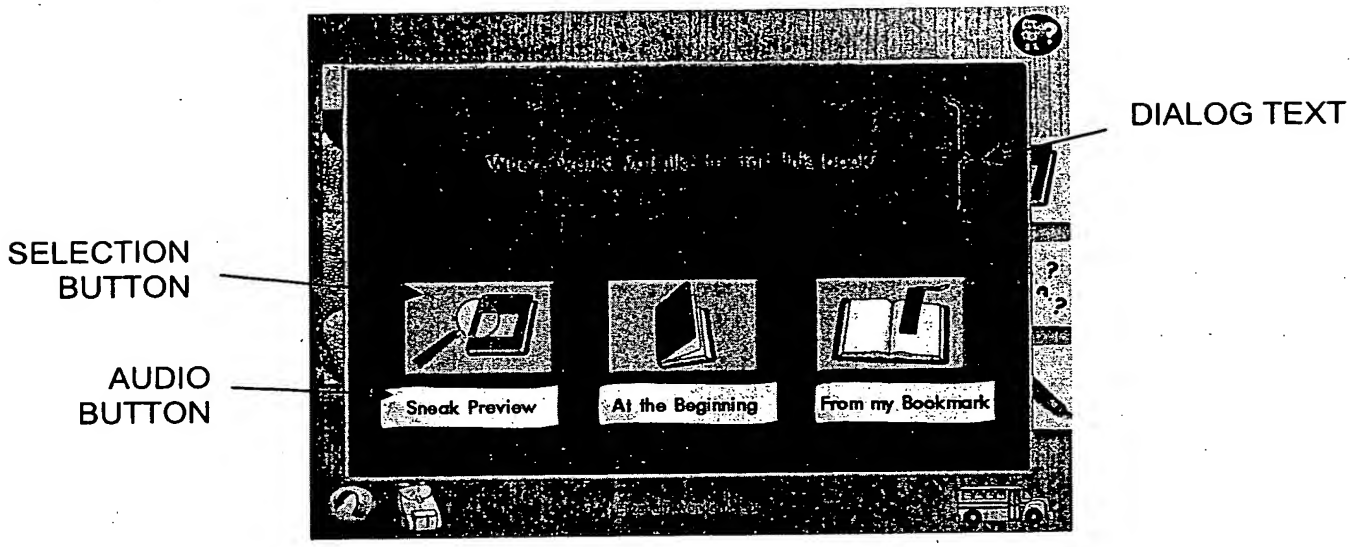

DIALOG TEXT
SELECTION BUTTON
AUDIO BUTTON
Sneak Preview
At the Beginning
From my Bookmark

Figure 2.7

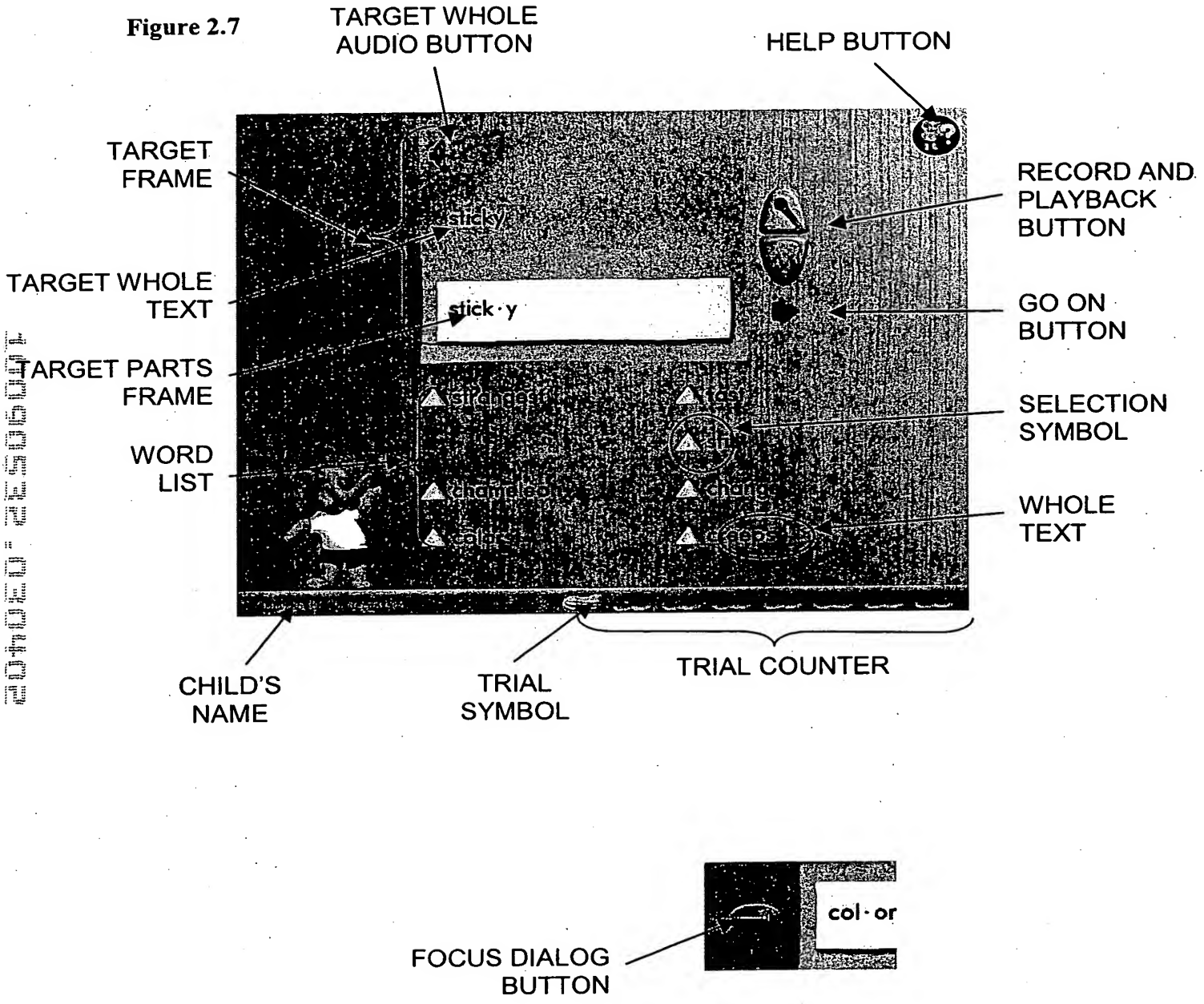

TARGET WHOLE AUDIO BUTTON
HELP BUTTON
TARGET FRAME
RECORD AND PLAYBACK BUTTON
TARGET WHOLE TEXT
GO ON BUTTON
TARGET PARTS FRAME
SELECTION SYMBOL
WORD LIST
WHOLE TEXT
CHILD'S NAME
TRIAL SYMBOL
TRIAL COUNTER
stick·y
stick·y
col·or
FOCUS DIALOG BUTTON

Figure 2.8

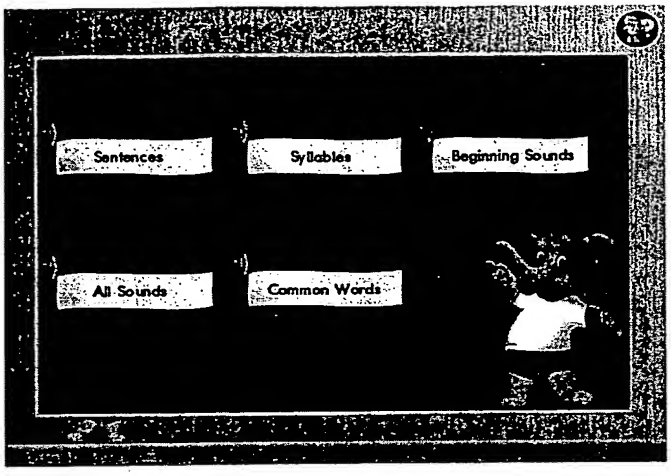

Sentences
Syllables
Beginning Sounds
All Sounds
Common Words

Figure 2.9

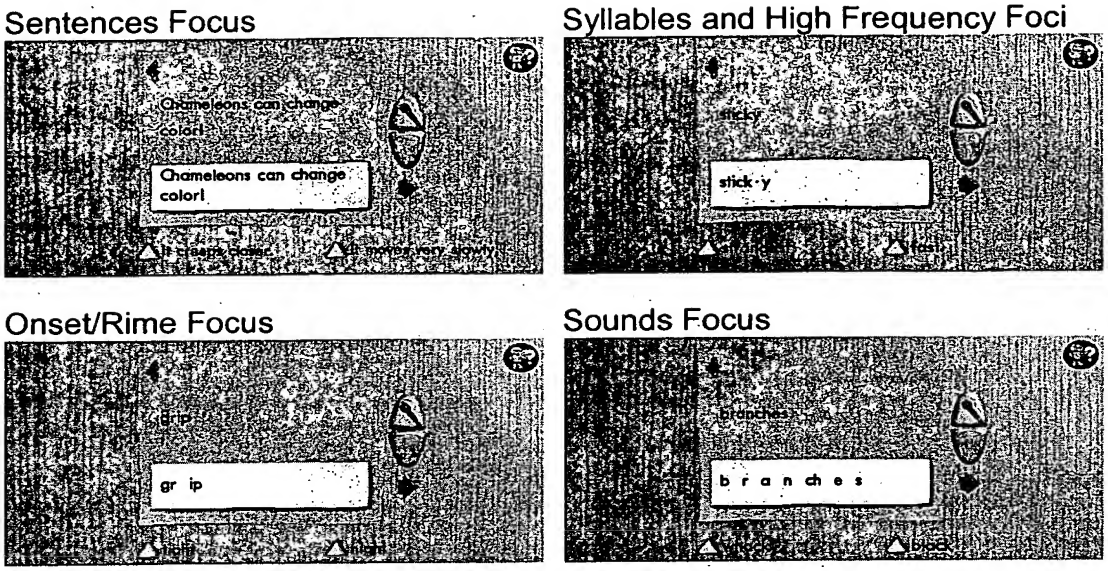

Sentences Focus
Chameleons can change color!
Chameleons can change color!
Syllables and High Frequency Foci
stick-y
stick-y
Onset/Rime Focus
gr-ip
gr ip
Sounds Focus
branches
b r a n ch e s

Figure 2.10

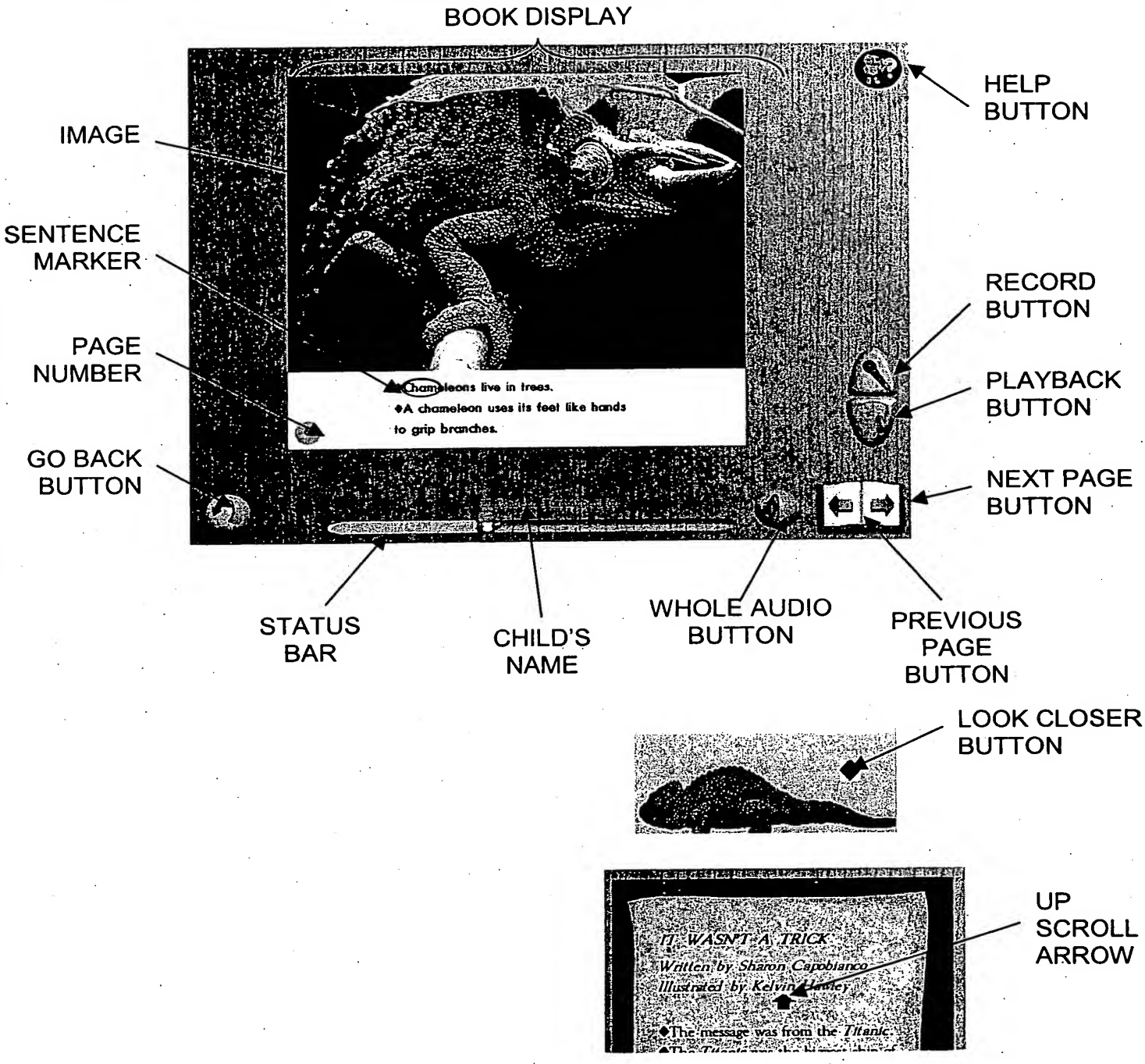

BOOK DISPLAY
IMAGE
SENTENCE MARKER
PAGE NUMBER
GO BACK BUTTON
HELP BUTTON
RECORD BUTTON
PLAYBACK BUTTON
NEXT PAGE BUTTON
Chameleons live in trees.
A chameleon uses its feet like hands to grip branches.
STATUS BAR
CHILD'S NAME
WHOLE AUDIO BUTTON
PREVIOUS PAGE BUTTON
LOOK CLOSER BUTTON
IT WASN'T A TRICK
Written by Sharon Capobianco
Illustrated by Kelvin Hanley
The message was from the Titanic.
UP SCROLL ARROW

Figure 2.11

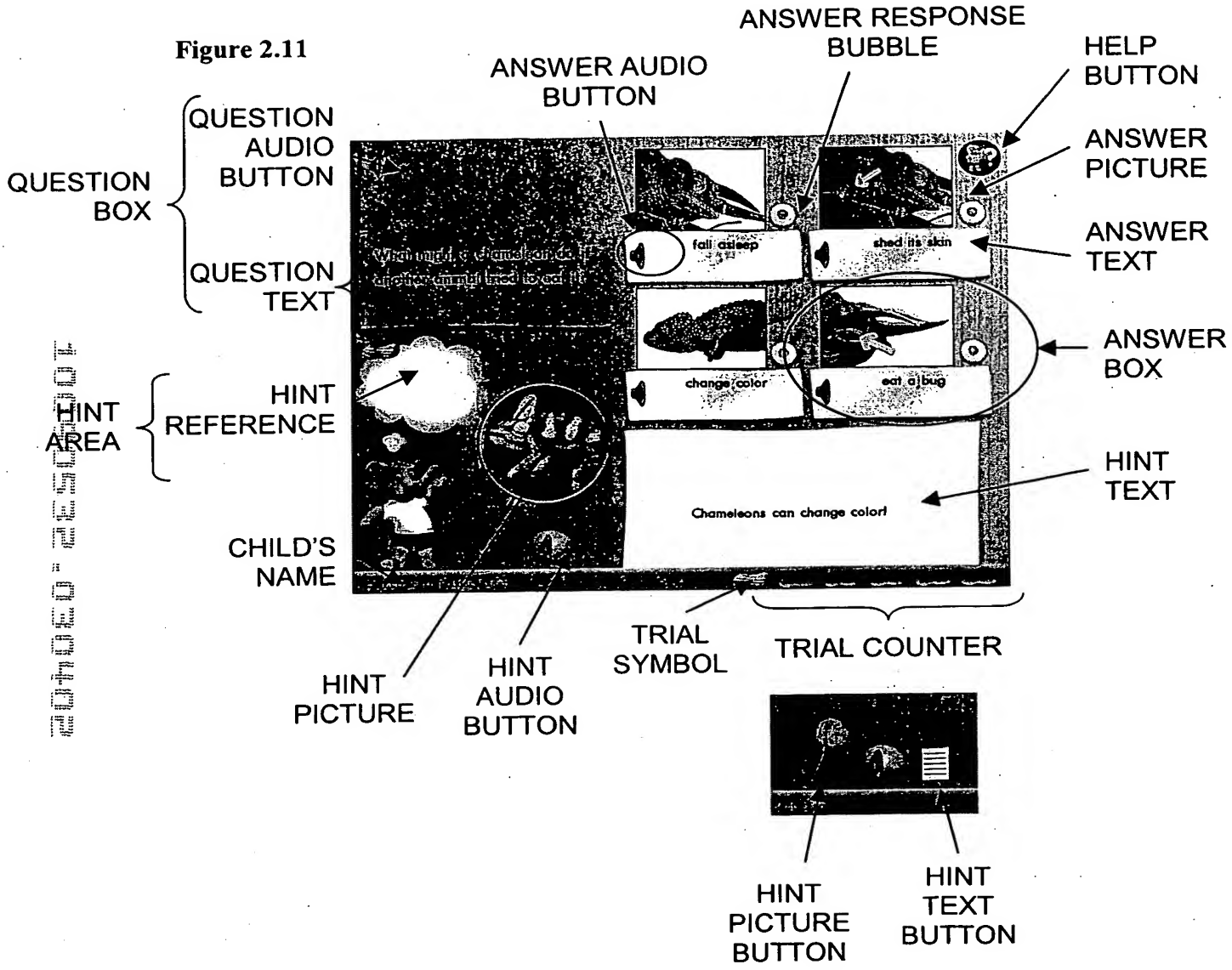

ANSWER RESPONSE BUBBLE
HELP BUTTON
ANSWER AUDIO BUTTON
QUESTION AUDIO BUTTON
ANSWER PICTURE
QUESTION BOX
QUESTION TEXT
ANSWER TEXT
fall asleep
shed its skin
change color
eat a bug
ANSWER BOX
HINT REFERENCE
HINT AREA
HINT TEXT
Chameleons can change color!
CHILD'S NAME
TRIAL SYMBOL
TRIAL COUNTER
HINT PICTURE
HINT AUDIO BUTTON
HINT PICTURE BUTTON
HINT TEXT BUTTON

Figure 2.12

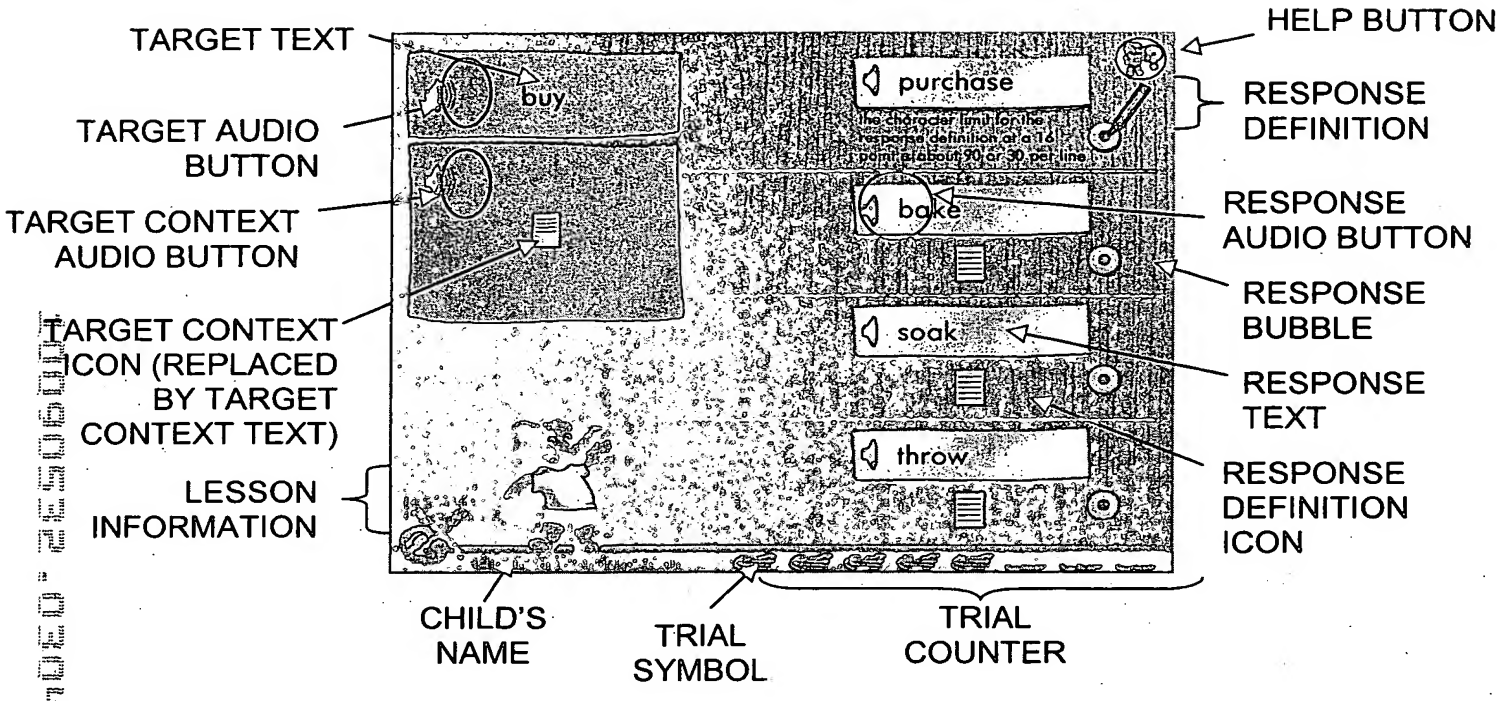
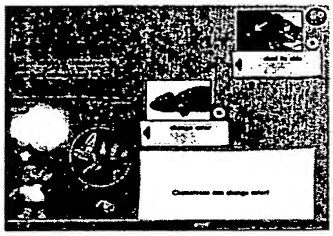

TARGET TEXT
TARGET AUDIO BUTTON
TARGET CONTEXT AUDIO BUTTON
TARGET CONTEXT ICON (REPLACED BY TARGET CONTEXT TEXT)
LESSON INFORMATION
CHILD'S NAME
TRIAL SYMBOL
TRIAL COUNTER
HELP BUTTON
RESPONSE DEFINITION
RESPONSE AUDIO BUTTON
RESPONSE BUBBLE
RESPONSE TEXT
RESPONSE DEFINITION ICON
buy
purchase
bake
soak
throw

Figure 2.13

AVL 1

	Question	Answer	Hint
Picture		Initial	Initial
Text	Initial	Initial	Initial
Audio	Initial	On Demand	On Demand

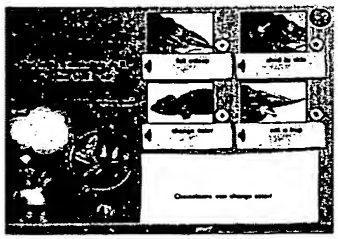
Note: at AVL 1, only two answers will be presented.



AVL 2

	Question	Answer	Hint
Picture		Initial	Initial
Text	Initial	Initial	Initial
Audio	Initial	On Demand	On Demand

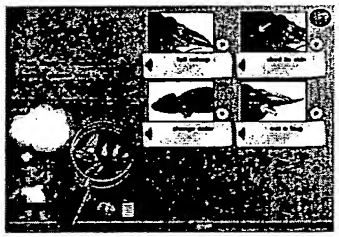
Note: at AVL 2-7, four answers will be presented.



AVL 3

	Question	Answer	Hint
Picture		Initial	On Demand
Text	Initial	Initial	On Demand
Audio	Initial	On Demand	On Demand

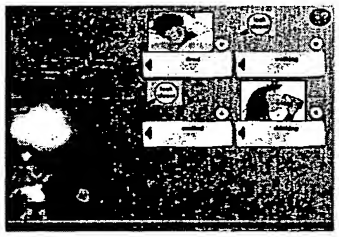
Note: at AVL 2-7, four answers will be presented.



AVL 4

	Question	Answer	Hint
Picture		On Demand	On Demand
Text	Initial	Initial	Never
Audio	Initial	On Demand	Never

Note: at AVL 2-7, four answers will be presented.



AVL 5

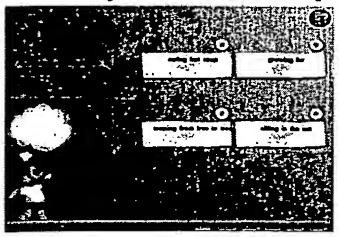
	Question	Answer	Hint
Picture		Never	Never
Text	Initial	Initial	Never
Audio	On Demand	On Demand	Never

Note: at AVL 2-7, four answers will be presented.

AVL 6

	Question	Answer	Hint
Picture		Never	Never
Text	Initial	Initial	Never
Audio	On Demand	Never	Never

Note: at AVL 2-7, four answers will be presented.



AVL 7

	Question	Answer	Hint
Picture		Never	Never
Text	Initial	Initial	Never
Audio	Never	Never	Never

Note: at AVL 2-7, four answers will be presented.

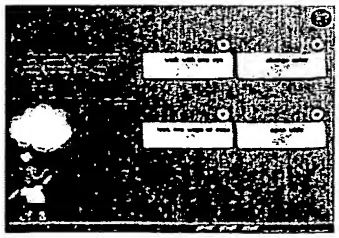


Figure 2.14

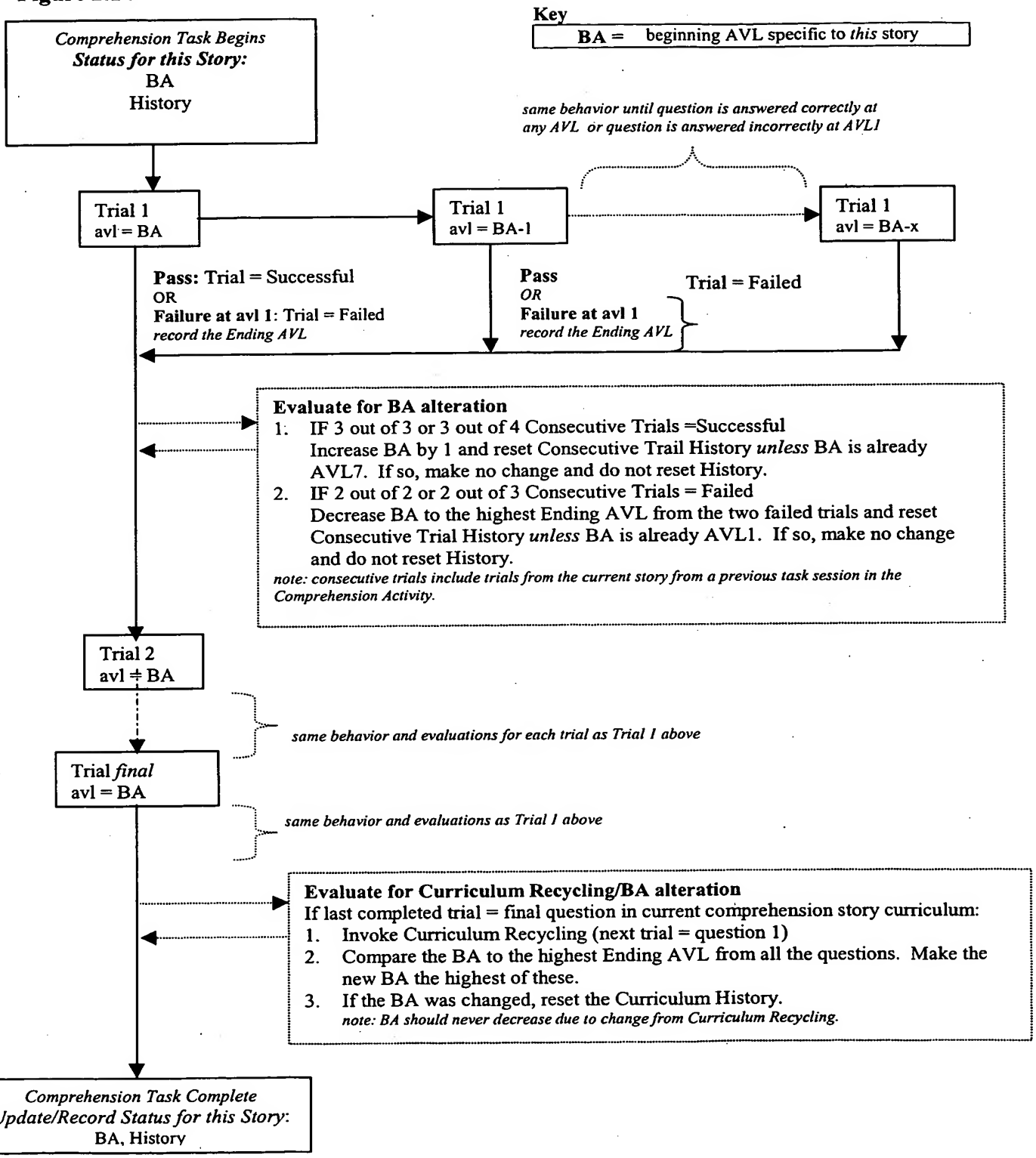

Key
BA = beginning AVL specific to this story
Comprehension Task Begins
Status for this Story:
BA
History
same behavior until question is answered correctly at any AVL or question is answered incorrectly at AVL1
Trial 1
avl = BA
Trial 1
avl = BA-1
Trial 1
avl = BA-x
Pass: Trial = Successful
OR
Failure at avl 1: Trial = Failed
record the Ending AVL
Pass
OR
Failure at avl 1
record the Ending AVL
Trial = Failed
Evaluate for BA alteration
1. IF 3 out of 3 or 3 out of 4 Consecutive Trials =Successful
Increase BA by 1 and reset Consecutive Trail History unless BA is already AVL7. If so, make no change and do not reset History.
2. IF 2 out of 2 or 2 out of 3 Consecutive Trials = Failed
Decrease BA to the highest Ending AVL from the two failed trials and reset Consecutive Trial History unless BA is already AVL1. If so, make no change and do not reset History.
note: consecutive trials include trials from the current story from a previous task session in the Comprehension Activity.
Trial 2
avl = BA
same behavior and evaluations for each trial as Trial 1 above
Trial final
avl = BA
same behavior and evaluations as Trial 1 above
Evaluate for Curriculum Recycling/BA alteration
If last completed trial = final question in current comprehension story curriculum:
1. Invoke Curriculum Recycling (next trial = question 1)
2. Compare the BA to the highest Ending AVL from all the questions. Make the new BA the highest of these.
3. If the BA was changed, reset the Curriculum History.
note: BA should never decrease due to change from Curriculum Recycling.
Comprehension Task Complete
Update/Record Status for this Story:
BA, History

Figure 3.1

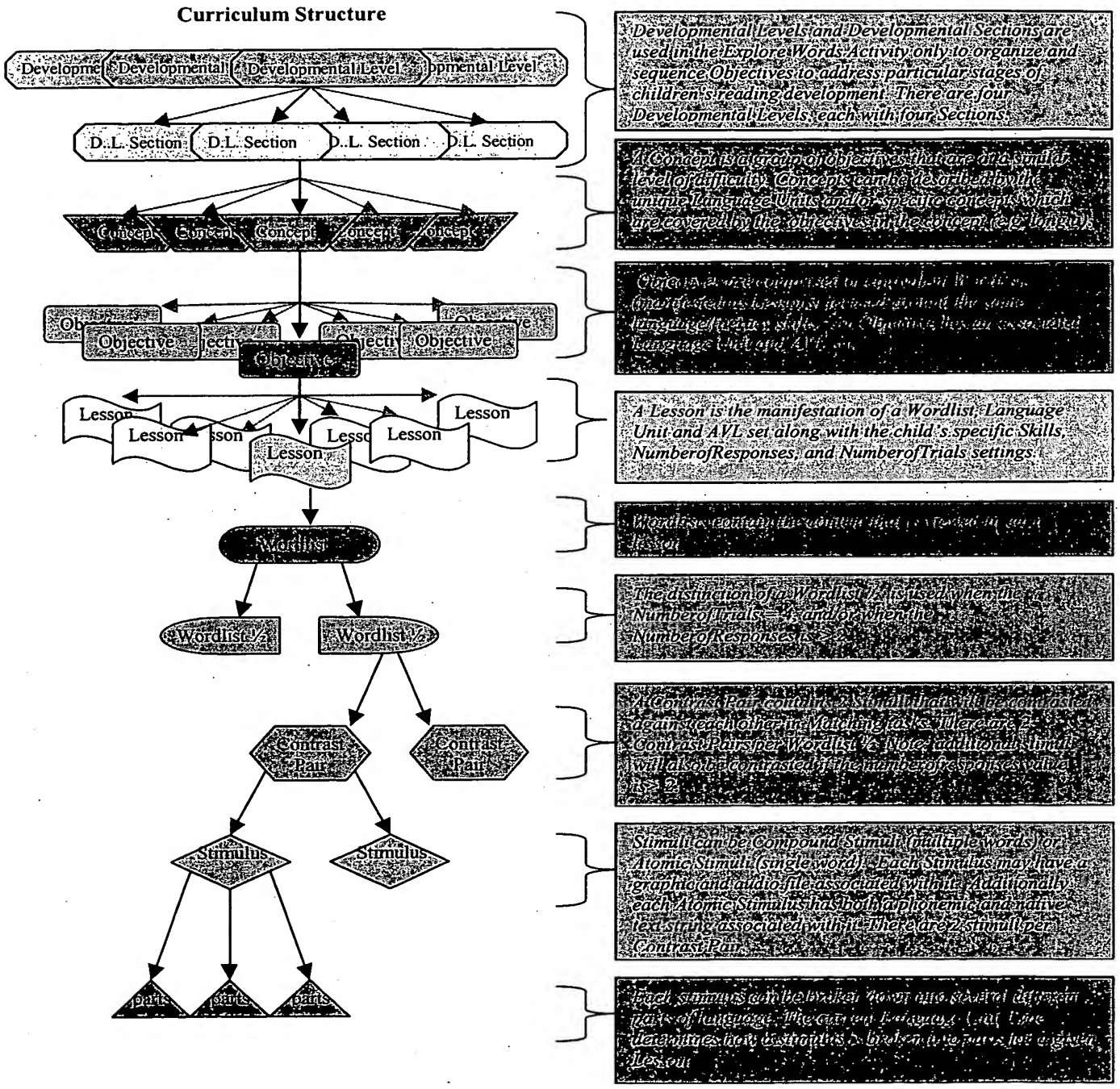

Curriculum Structure
Developmental Level
D.L. Section
Concept
Objective
Lesson
Wordlist
Wordlist ½
Contrast Pair
Stimulus
parts
Developmental Levels and Developmental Sections are used in the Explore Words Activity only to organize and sequence Objectives to address particular stages of children's reading development. There are four Developmental Levels, each with four Sections.
A Concept is a group of objectives that are of a similar level of difficulty. Concepts can be described by the unique Language Units and/or specific concepts which are covered by the objectives in the concept (e.g. b/p/d).
A Lesson is the manifestation of a Wordlist, Language Unit and AVL set along with the child's specific Skills, Number of Responses, and Number of Trials settings.
The distinction of a Wordlist ½ is used when the Number of Trials = 4 and/or when the Number of Responses = 1.
A Contrast Pair contains 2 stimuli that will be contrasted against each other in Matching tasks. There are 2 Contrast Pairs per Wordlist. Note: additional stimuli will also be contrasted if the number of responses value is > 2.
Stimuli can be Compound Stimuli (multiple words) or Atomic Stimuli (single word). Each Stimulus may have a graphic and audio file associated with it. Additionally each Atomic Stimulus has both a phonemic and native text string associated with it. There are 2 stimuli per Contrast Pair.

Figure 3.2

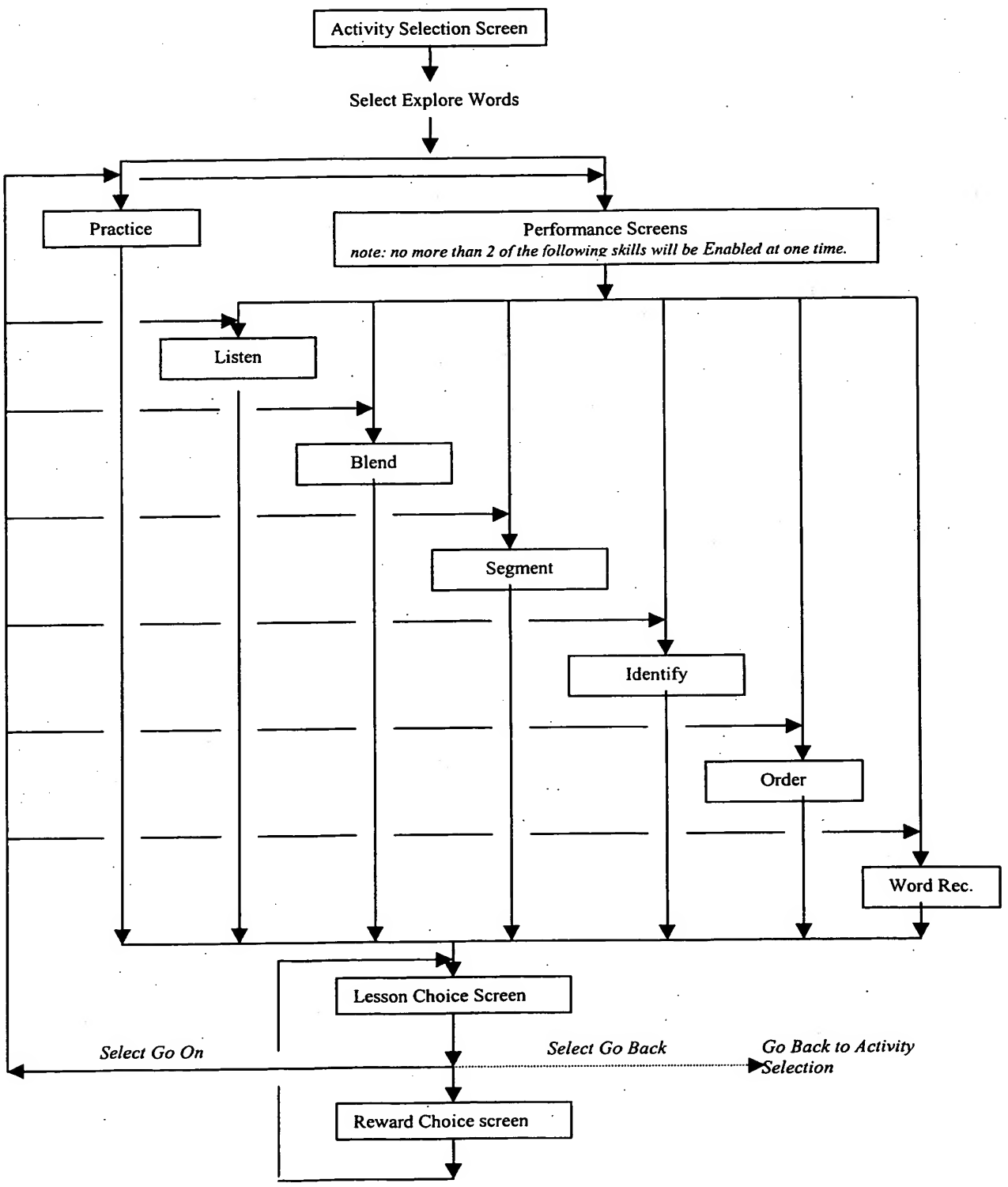

Activity Selection Screen
Select Explore Words
Practice
Performance Screens
note: no more than 2 of the following skills will be Enabled at one time.
Listen
Blend
Segment
Identify
Order
Word Rec.
Lesson Choice Screen
Select Go On
Select Go Back
Go Back to Activity Selection
Reward Choice screen

Figure 3.3

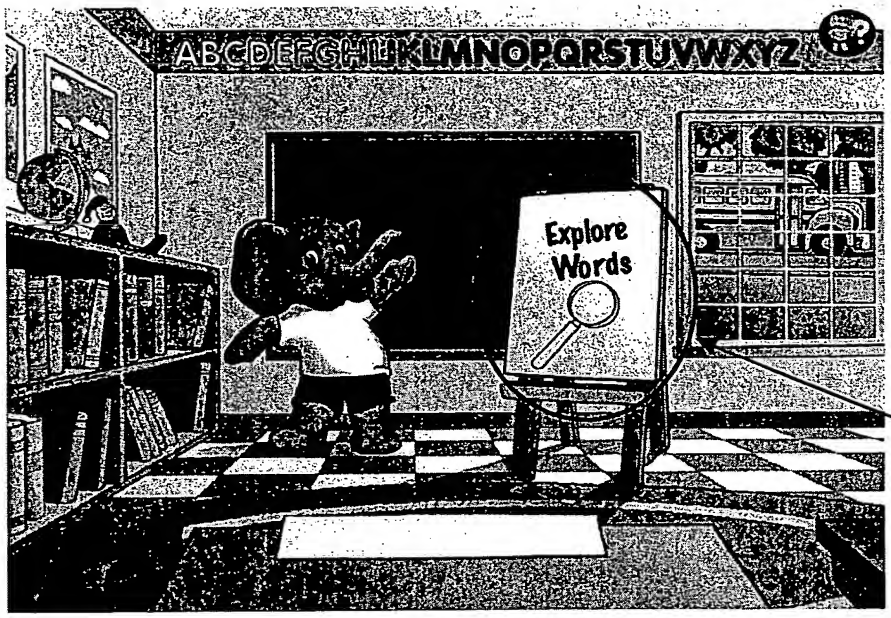

ABCDEFGHIJKLMNOPQRSTUVWXYZ
Explore Words
EXPLORE WORDS AREA

Figure 3.4

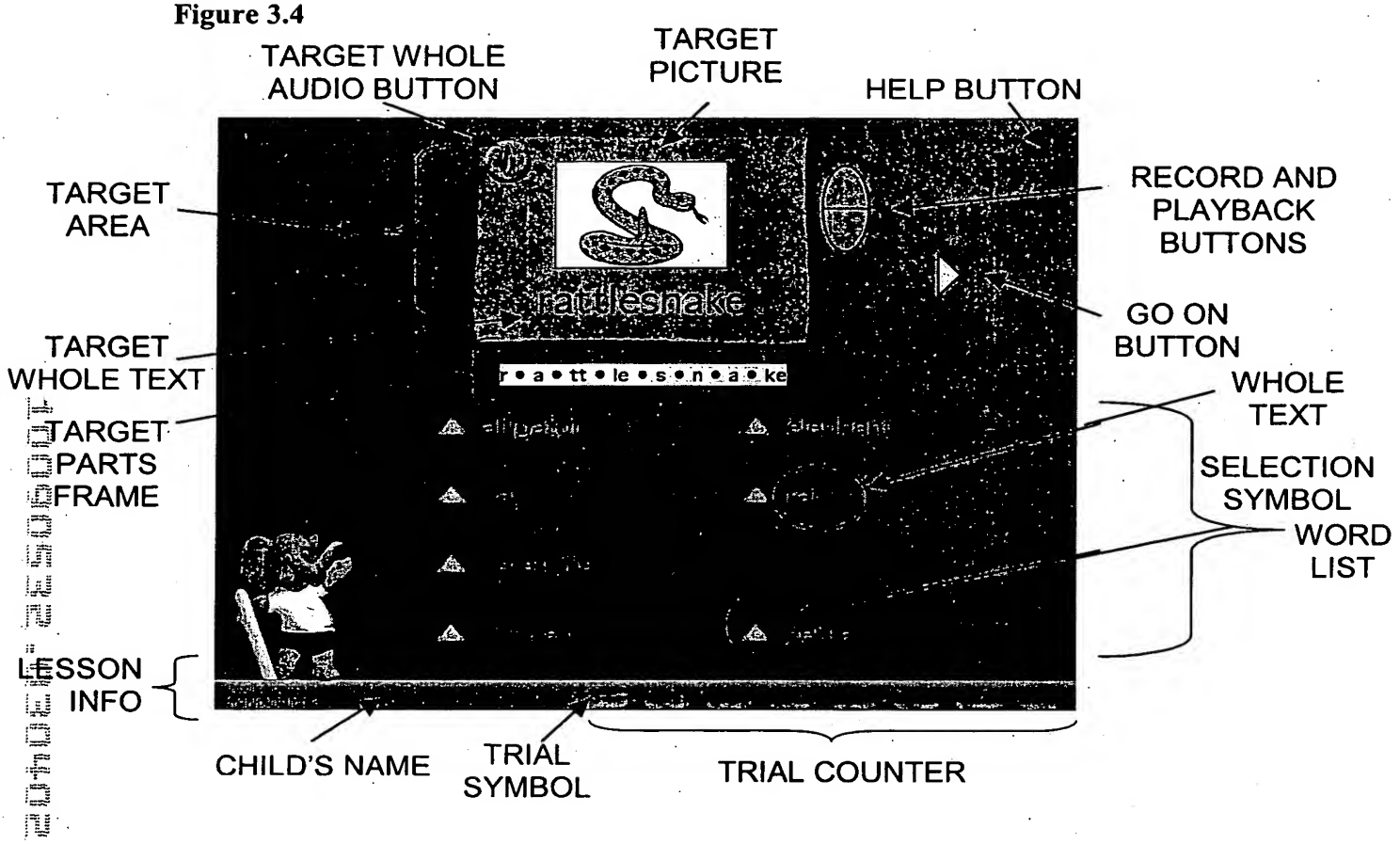

TARGET WHOLE AUDIO BUTTON
TARGET PICTURE
HELP BUTTON
TARGET AREA
RECORD AND PLAYBACK BUTTONS
GO ON BUTTON
TARGET WHOLE TEXT
WHOLE TEXT
TARGET PARTS OF FRAME
SELECTION SYMBOL
WORD LIST
LESSON INFO
CHILD'S NAME
TRIAL SYMBOL
TRIAL COUNTER
rattlesnake
r • a • tt • le • s • n • a • ke

Figure 3.5

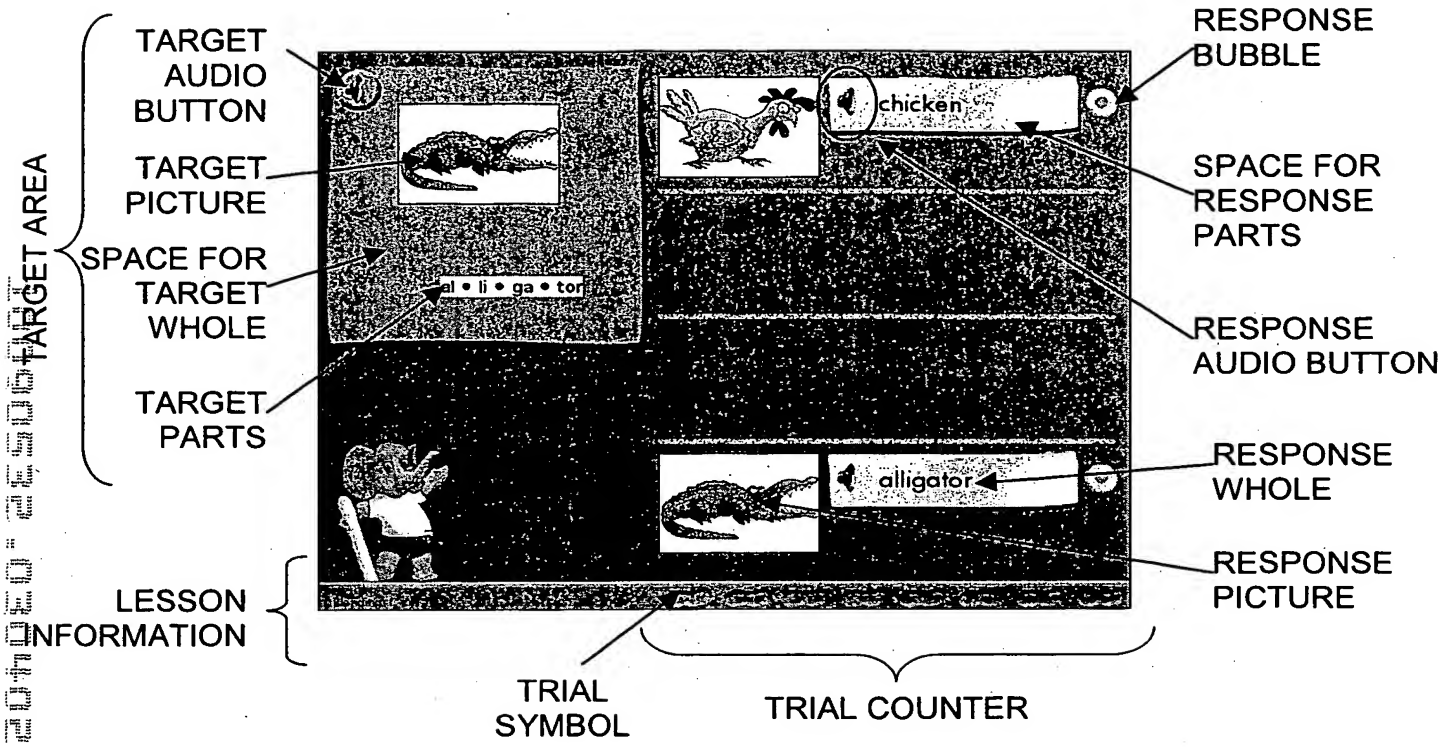

TARGET AUDIO BUTTON
TARGET PICTURE
SPACE FOR TARGET WHOLE
TARGET PARTS
TARGET AREA
LESSON INFORMATION
RESPONSE BUBBLE
SPACE FOR RESPONSE PARTS
RESPONSE AUDIO BUTTON
RESPONSE WHOLE
RESPONSE PICTURE
TRIAL SYMBOL
TRIAL COUNTER
al • li • ga • tor
chicken
alligator

Figure 3.6

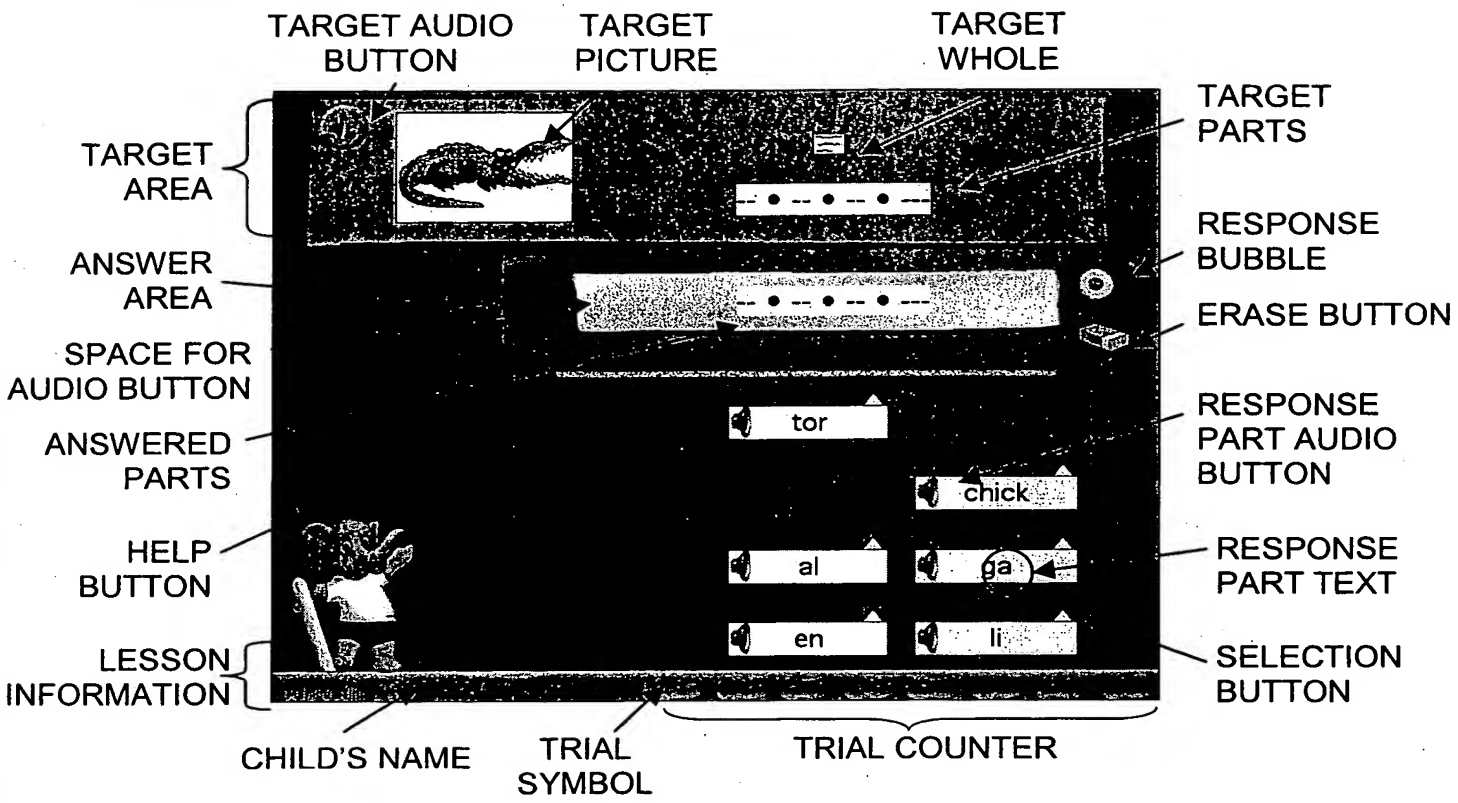

TARGET AUDIO BUTTON
TARGET PICTURE
TARGET WHOLE
TARGET PARTS
TARGET AREA
RESPONSE BUBBLE
ANSWER AREA
ERASE BUTTON
SPACE FOR AUDIO BUTTON
RESPONSE PART AUDIO BUTTON
ANSWERED PARTS
tor
chick
HELP BUTTON
RESPONSE PART TEXT
al
ga
en
li
LESSON INFORMATION
SELECTION BUTTON
CHILD'S NAME
TRIAL SYMBOL
TRIAL COUNTER

Figure 3.7

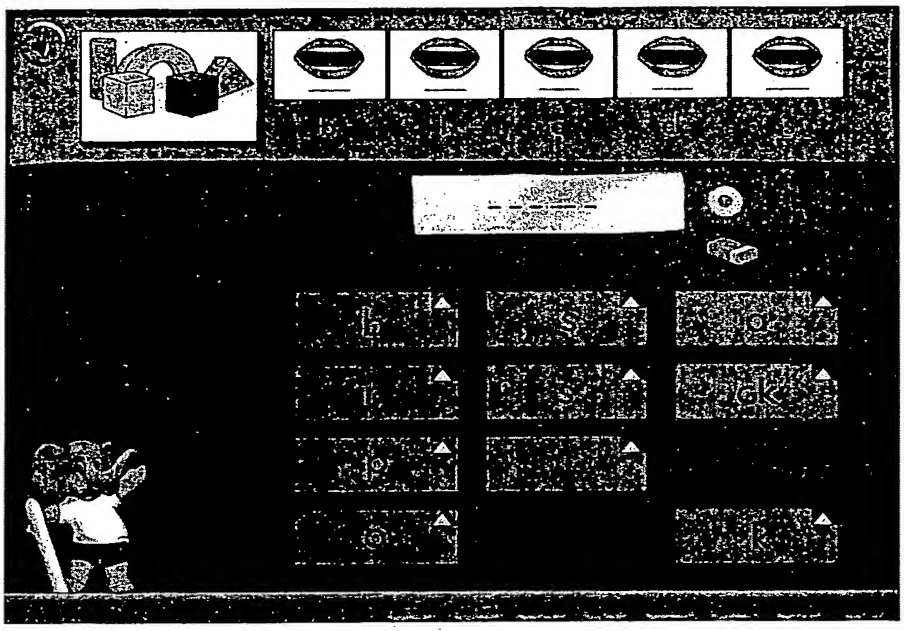


Figure 3.8.1

Key:
LU = language unit type
Obj = objective
# Res. = Number of Responses
P1-8 = Practice trials 1-8
+ = Successful
- = Failed
N = Neutral/Passed

LU	Obj	Lesson	# Res.	Trial	Listen			Blend			Segment			Identify			Order			Word Rec			Overall Score		Rule in use
					1	2	3	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3	Sk	Ls	
Sent	1	1	3	P1-8																					
				1		+																			
				2		+																			
				3		+																			
				4			+																		3f
				5			-																		
				6			+																		
				7			-																		3g
				8		+																	+		4a, 5a
				1					+																
				2					-																
				3					-																
				4				-																	3g
				5				+																	
				6				+																	
				7				+																	
				8					+														-		3f, 4c, 5c
				1					+																
				2					-																
				3					+																
				4						-															3f
				5						-															
				6					+																3g
				7					+																
				8					+														N		4b, 5b1
																								N	6avi

2018-12-20 15:50:09

Figure 3.8.2

	1	2	3	P1-8																				6b
				1		+																		
				2		-																		
				3		+																		
				4			+																	3f
				5			+																	
				6			+																	
				7			+																	
				8			+															+		4a, 5a
				1						+														3f
				2						-														
				3						+														
				4						-														
				5					+															3g
				6					+															
				7					+															
				8						+												+		3f, 4a, 5d
																							+	6aiii
	1	3	3	P1-8																				6b
				1			+																	
				2			+																	
				3			+																	
				4			-																	
				5			+																	
				6			+																	
				7			+																	
				8			+															+		4a, 5a
				1						-														
				2						+														
				3						+														
				4						-														
				5						+														
				6						+														
				7						+														
				8						+												+		4a, 5d
																							+	6aiii

Figure 3.8.3

	1	4	4	P1-8																			6b, 7a
				1			+																
				2			+																
				3			+																
				4			+																
				5			+																
				6			+																
				7			+																
				8			+														+		4a, 5a
				1					+														
				2					+														
				3					-														
				4					+														
				5					+														
				6					+														
				7					+														
				8					-												+		4a, 5d
											-											+	6aiii
				1							+												6b, 8ai4
				2							-												
				3						+													3g
				4						+													
				5						+													
				6							+												3f
				7							-												
				8							+										-		4c
	1	5	4	P1-8																			8ai4
				1					-														
				2				+															3g
				3				-															
				4				+															
				5				-															
				6			+																
				7			+																
				8			+														-		4c, 5b
				1				+															
				2				+															
				3				-															
				4				-															
				5			+																
				6			+																
				7			+																
				8				+													-		5b1
																						-	6aii

Figure 3.9.1

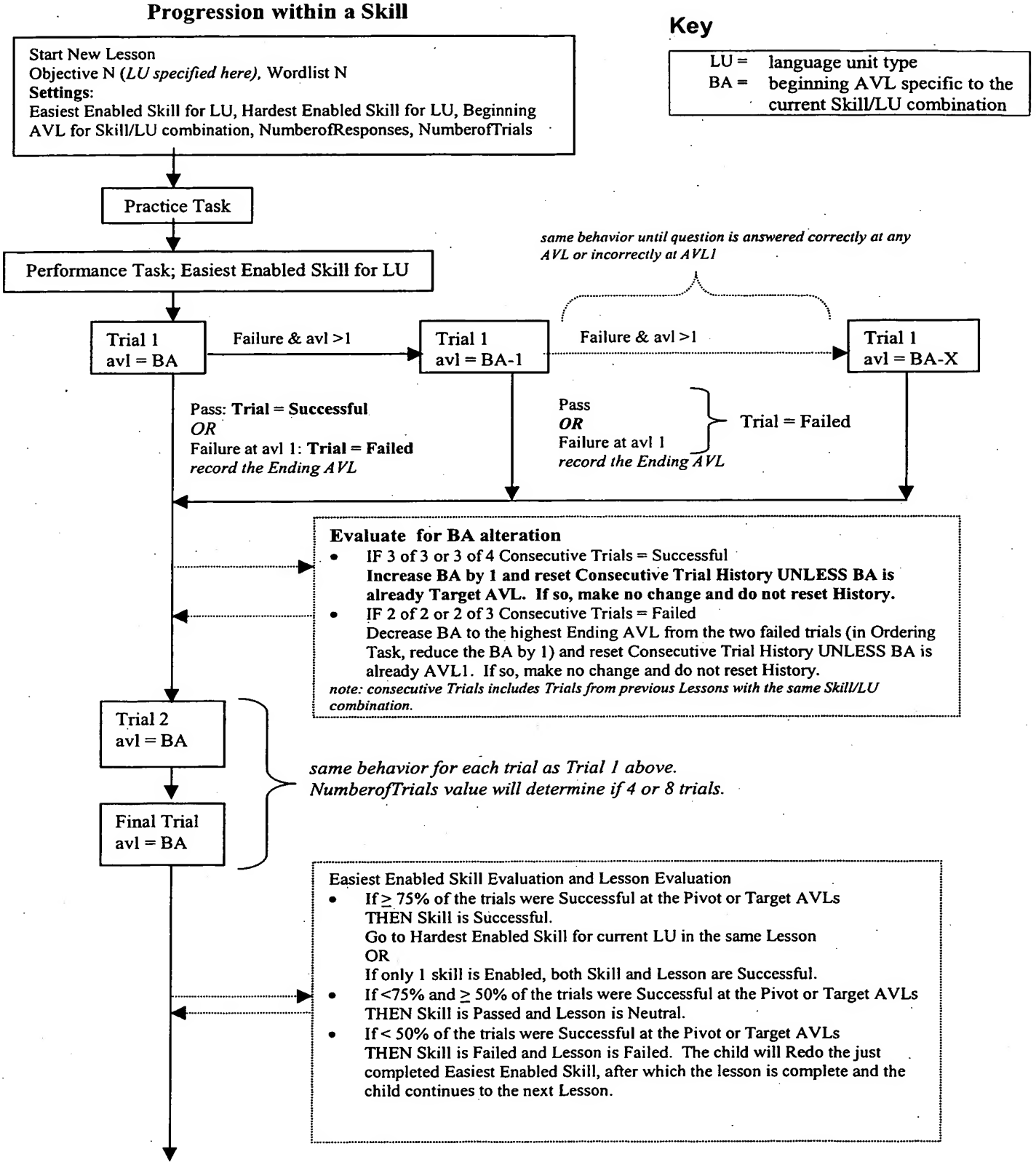
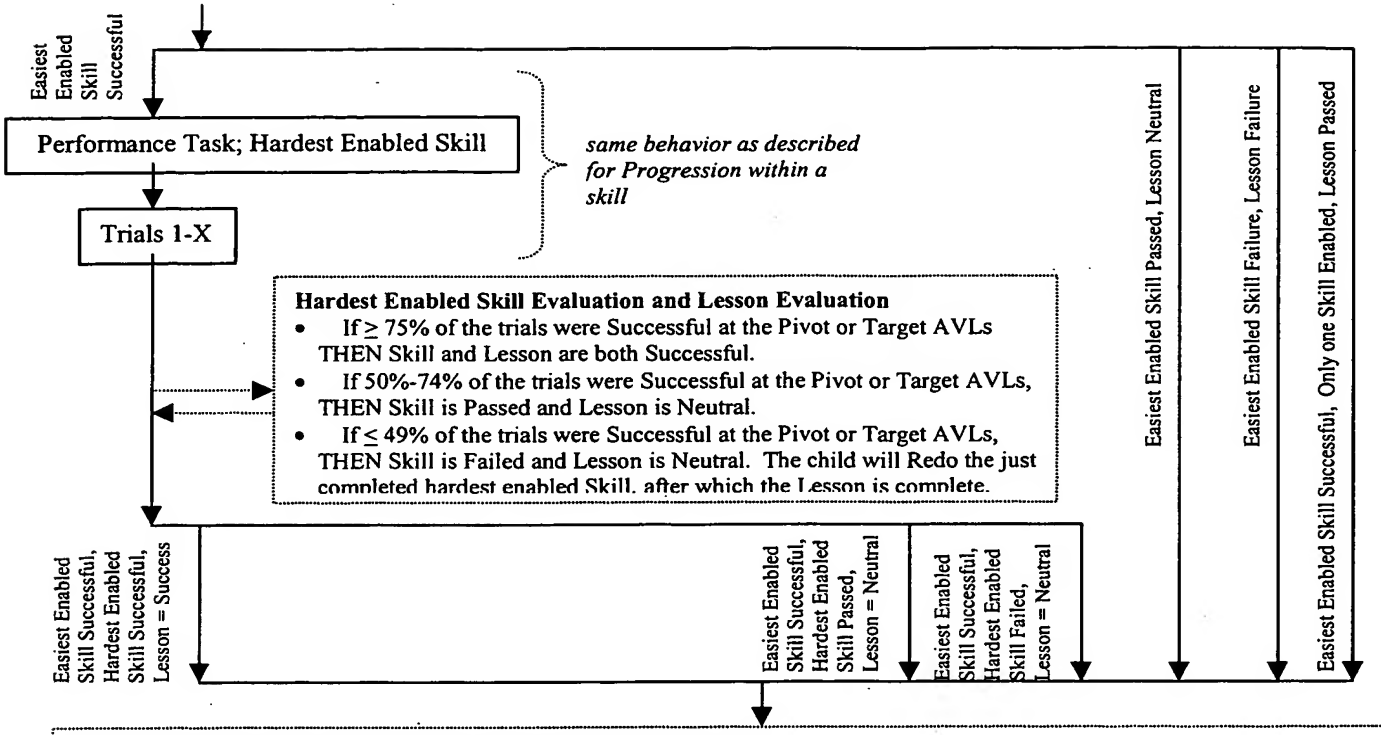

Progression within a Skill
Key
LU = language unit type
BA = beginning AVL specific to the current Skill/LU combination
Start New Lesson
Objective N (LU specified here), Wordlist N
Settings:
Easiest Enabled Skill for LU, Hardest Enabled Skill for LU, Beginning AVL for Skill/LU combination, NumberofResponses, NumberofTrials
Practice Task
Performance Task; Easiest Enabled Skill for LU
same behavior until question is answered correctly at any AVL or incorrectly at AVL1
Trial 1 avl = BA
Failure & avl >1
Trial 1 avl = BA-1
Failure & avl >1
Trial 1 avl = BA-X
Pass: Trial = Successful
OR
Failure at avl 1: Trial = Failed
record the Ending AVL
Pass
OR
Failure at avl 1
record the Ending AVL
Trial = Failed
Evaluate for BA alteration
IF 3 of 3 or 3 of 4 Consecutive Trials = Successful
Increase BA by 1 and reset Consecutive Trial History UNLESS BA is already Target AVL. If so, make no change and do not reset History.
IF 2 of 2 or 2 of 3 Consecutive Trials = Failed
Decrease BA to the highest Ending AVL from the two failed trials (in Ordering Task, reduce the BA by 1) and reset Consecutive Trial History UNLESS BA is already AVL1. If so, make no change and do not reset History.
note: consecutive Trials includes Trials from previous Lessons with the same Skill/LU combination.
Trial 2 avl = BA
Final Trial avl = BA
same behavior for each trial as Trial 1 above.
NumberofTrials value will determine if 4 or 8 trials.
Easiest Enabled Skill Evaluation and Lesson Evaluation
If ≥ 75% of the trials were Successful at the Pivot or Target AVLs
THEN Skill is Successful.
Go to Hardest Enabled Skill for current LU in the same Lesson
OR
If only 1 skill is Enabled, both Skill and Lesson are Successful.
If <75% and ≥ 50% of the trials were Successful at the Pivot or Target AVLs
THEN Skill is Passed and Lesson is Neutral.
If < 50% of the trials were Successful at the Pivot or Target AVLs
THEN Skill is Failed and Lesson is Failed. The child will Redo the just completed Easiest Enabled Skill, after which the lesson is complete and the child continues to the next Lesson.

Figure 3.9.2



Changes to NumberofResponses based on Lesson Evaluation

Once either of the following conditions have been invoked, no further changes will be made to the NumberofResponses until at least two more consecutive Lessons have been Successful or Failed. If 2 out of 2 or 2 out of 3 consecutive Lessons have been:

1. **Successful AND the NumberofResponses < 4, THEN increase NumberofResponses by 1.**
2. **Failed AND the NumberofResponses > 2, THEN reduce NumberofResponses by 1.**

Otherwise, no the NumberofResponses will not change.

Changes to Skills and Placement based on Lesson Evaluation

Once any of the following rules are applied, clear the Consecutive Lesson History.

If 3 of 3 or 3 of 4 Consecutive Lessons within the same LU = Successful, apply the following rules in order:

1. **If the enabled Skills for the current LU are not the hardest available Skills, THEN**
   - **Easiest Enabled Skill is disabled**
   - **Hardest Enabled Skill becomes the Easiest Enabled Skill**
   - **Next most difficult available skill becomes the new Hardest Enabled skill**
   - **Child goes through new Hardest Enabled skill with current wordlist, after which Lesson is complete (but not re-evaluated).**
2. **If the Enabled Skills = the Hardest Available Skills, THEN the child will go to the first Lesson in the next sequential Objective. If the child has triggered an objective change three times out of the last 9-12 consecutive lessons, AND the child has not had a progression prompted assessment within the last week, AND the child's current curriculum placement is before the [redacted] part of the curriculum, schedule an Assessment for next session. An update will be sent to the teacher informing her of the Assessment.**

If 2 of 2 or 2 of 3 Consecutive Lessons = Failed, apply the following rules in order:

1. **If the Enabled Skills for the current LU are not the Easiest Available Skills THEN**
   - **Hardest Enabled Skill is disabled**
   - **Easiest Enabled Skill becomes the Hardest Enabled Skill**
   - **Next least difficult available skill becomes the new Easiest Enabled skill.**
2. **If the Enabled Skills = the Easiest Available Skills, THEN schedule an assessment for next session. An update will be sent to**

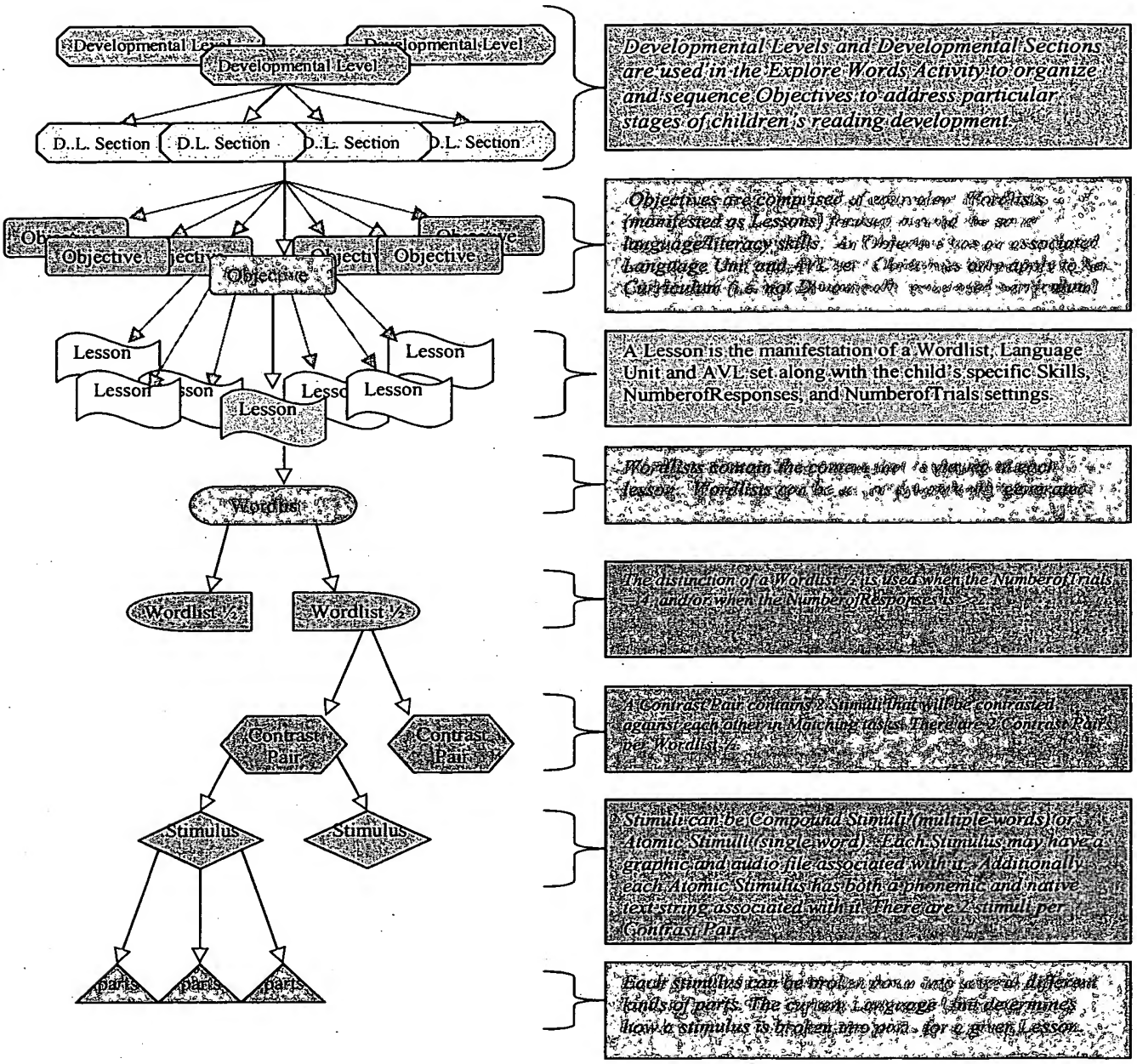
All cases (except point 2 under Success above)

Start New Lesson: Go to the **next** Lesson in the **same** Objective. Same Rules as above.

Cases 2 under Success above

Start New Lesson: Go to the **first** Lesson in the **next** Objective. Same Rules as above.

Figure 4.1


Developmental Level
Developmental Level
D.L. Section
D.L. Section
D.L. Section
D.L. Section
Objective
Objective
Objective
Lesson
Lesson
Lesson
Lesson
Lesson
Wordlist
Wordlist ½
Wordlist ½
Contrast Pair
Contrast Pair
Stimulus
Stimulus
parts
parts
parts
Developmental Levels and Developmental Sections are used in the Explore Words Activity to organize and sequence Objectives to address particular stages of children's reading development.
Objectives are comprised of one or more Wordlists (manifested as Lessons) that target the same language/literacy skills. An Objective has an associated Language Unit and AVL set (which may apply to the Curriculum (i.e. not Discovery) or user-created).
A Lesson is the manifestation of a Wordlist, Language Unit and AVL set along with the child's specific Skills, NumberofResponses, and NumberofTrials settings.
Wordlists contain the content that is played in each lesson. Wordlists can be automatically generated.
The distinction of a Wordlist ½ is used when the NumberofTrials =4 and/or when the NumberofResponses is >2.
A Contrast Pair contains 2 Stimuli that will be contrasted against each other in Matching tasks. There are 2 Contrast Pairs per Wordlist.
A Stimuli can be Compound Stimuli (multiple words) or Atomic Stimulli (single word). Each Stimulus may have a graphic and audio file associated with it. Additionally each Atomic Stimulus has both a phonemic and native text string associated with it. There are 2 stimuli per Contrast Pair.
Each Stimulus can be broken down into several different kinds of parts. The current Language Unit determines how a stimulus is broken into parts for a given Lesson.

20h020" 2E506001

Figure 4.2

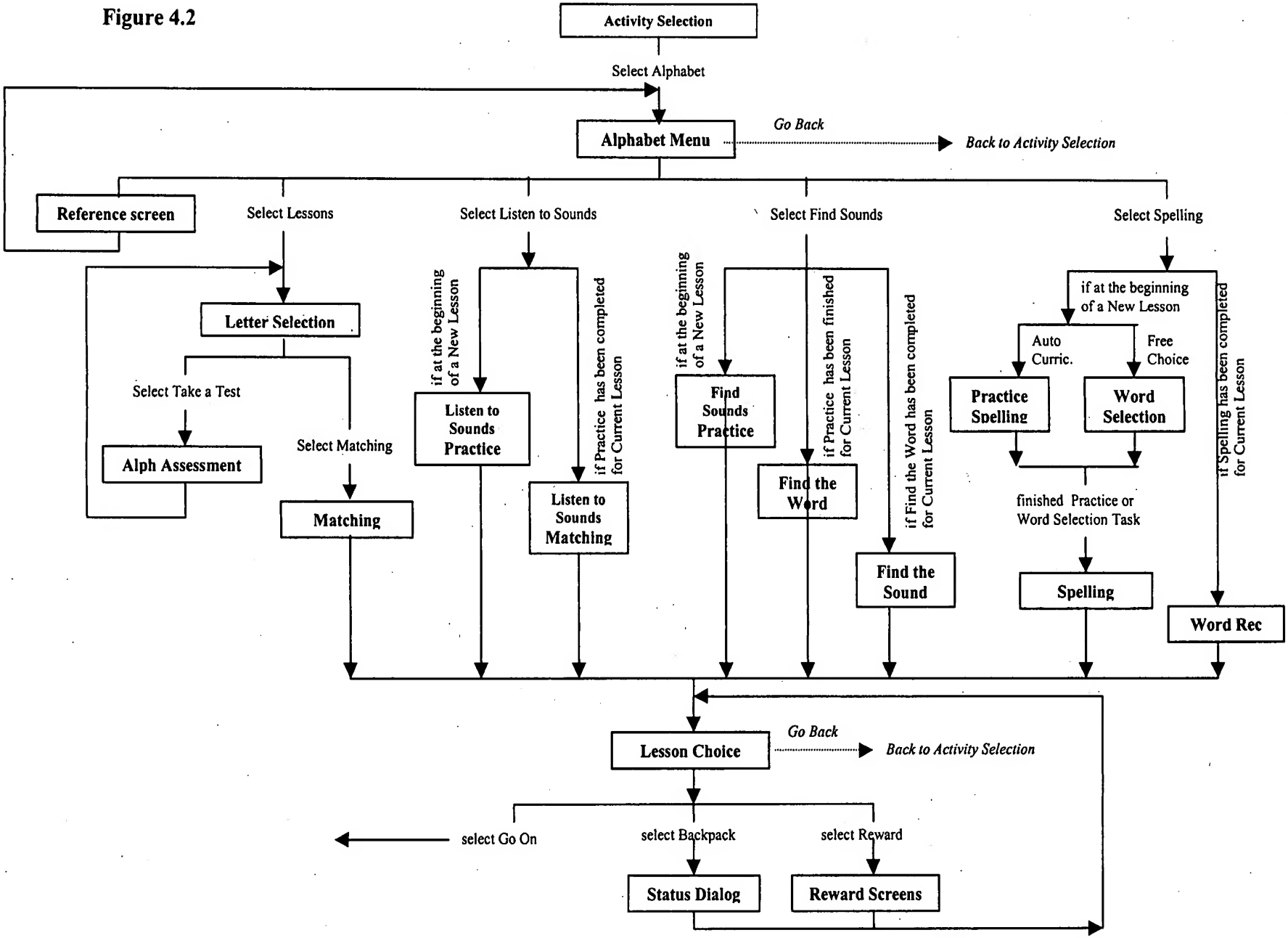


Figure 4.3

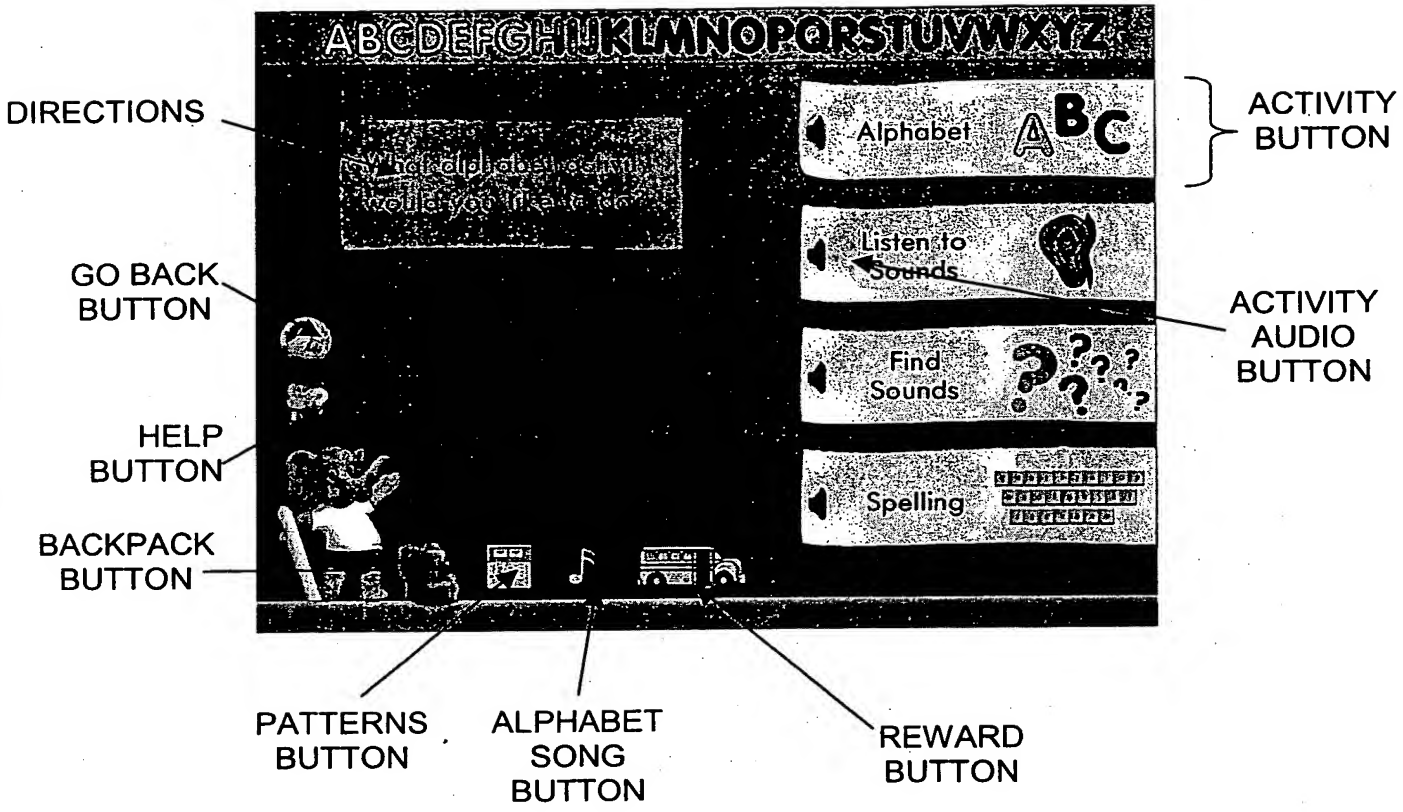

ABCDEFGHIJKLMNOPQRSTUVWXYZ
DIRECTIONS
Alphabet
ACTIVITY BUTTON
Listen to Sounds
GO BACK BUTTON
ACTIVITY AUDIO BUTTON
Find Sounds
HELP BUTTON
Spelling
BACKPACK BUTTON
PATTERNS BUTTON
ALPHABET SONG BUTTON
REWARD BUTTON

Figure 4.4

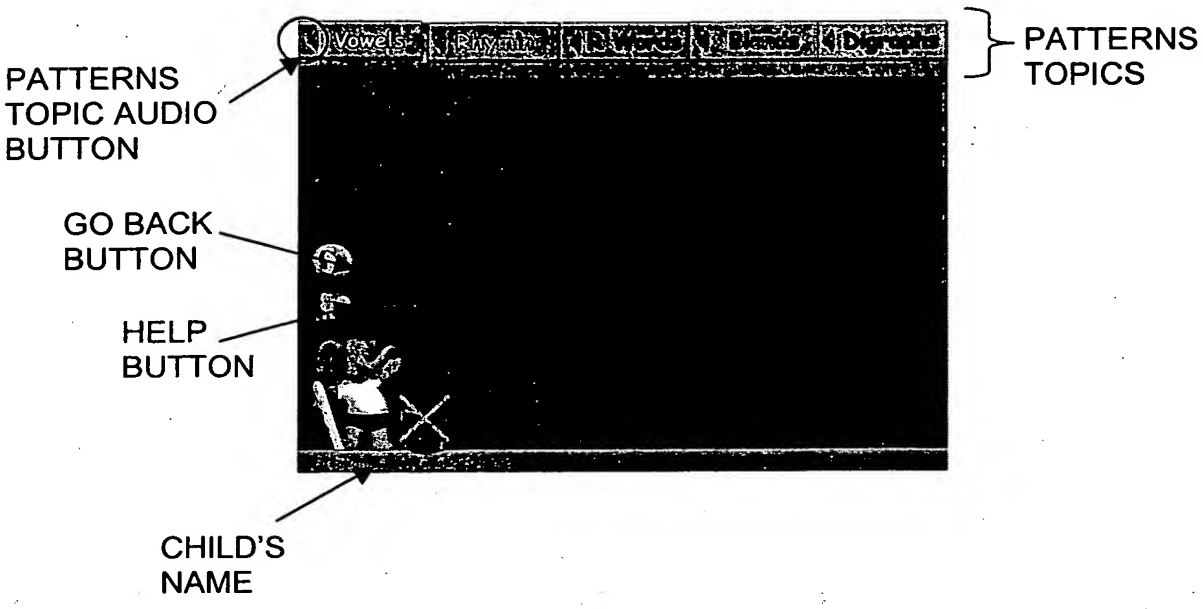

PATTERNS
TOPIC AUDIO
BUTTON
GO BACK
BUTTON
HELP
BUTTON
CHILD'S
NAME
PATTERNS
TOPICS

Figure 4.5

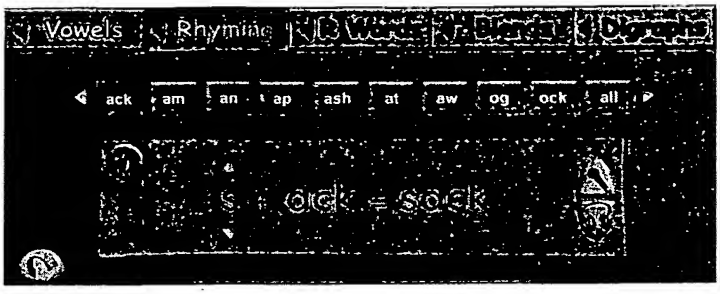


Figure 4.6

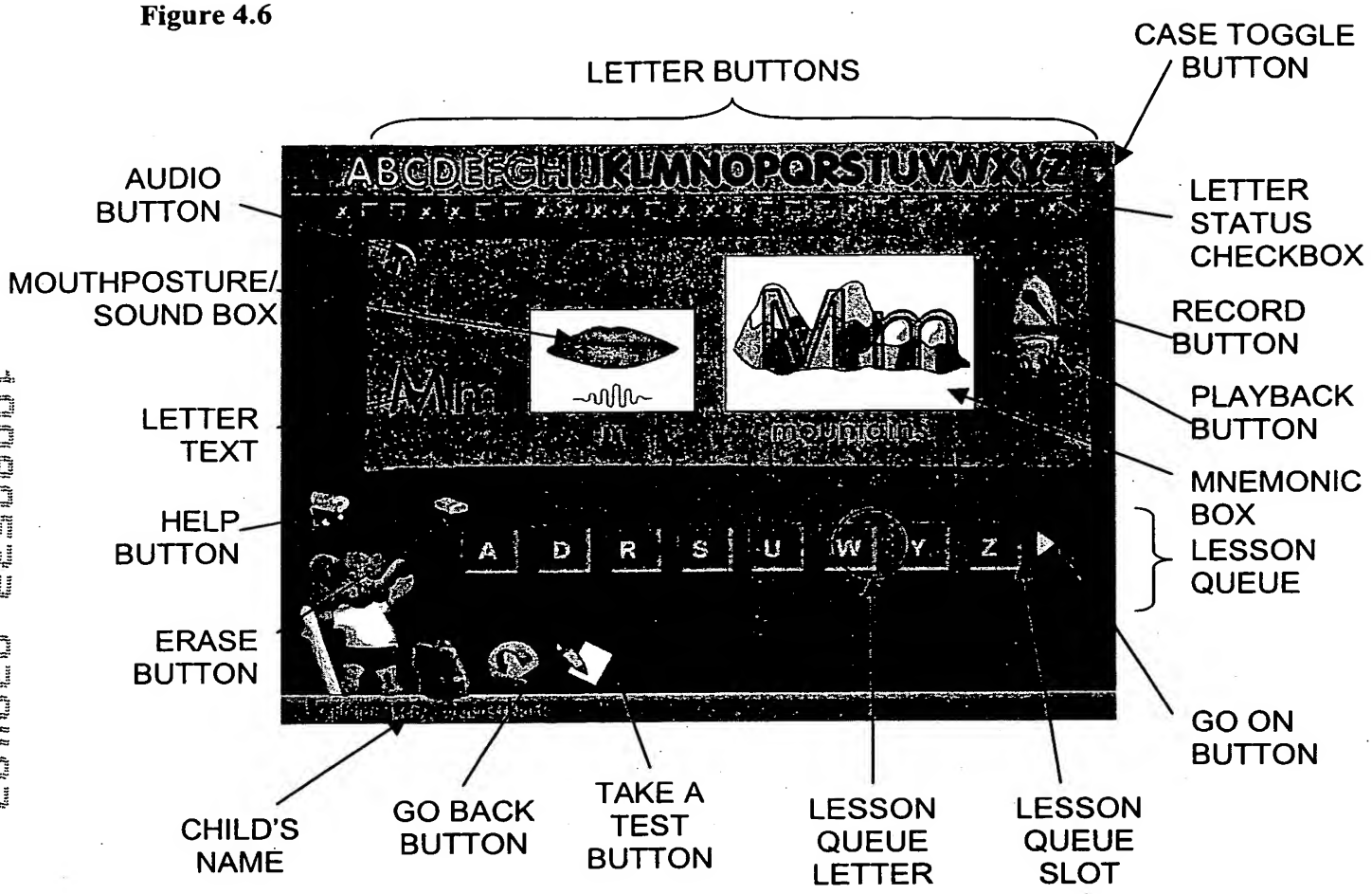

LETTER BUTTONS
CASE TOGGLE BUTTON
AUDIO BUTTON
LETTER STATUS CHECKBOX
MOUTHPOSTURE/ SOUND BOX
RECORD BUTTON
LETTER TEXT
PLAYBACK BUTTON
MNEMONIC BOX
HELP BUTTON
LESSON QUEUE
ERASE BUTTON
GO ON BUTTON
CHILD'S NAME
GO BACK BUTTON
TAKE A TEST BUTTON
LESSON QUEUE LETTER
LESSON QUEUE SLOT
A B C D E F G H I J K L M N O P Q R S T U V W X Y Z
A D R S U W Y Z
mountain

Figure 4.7

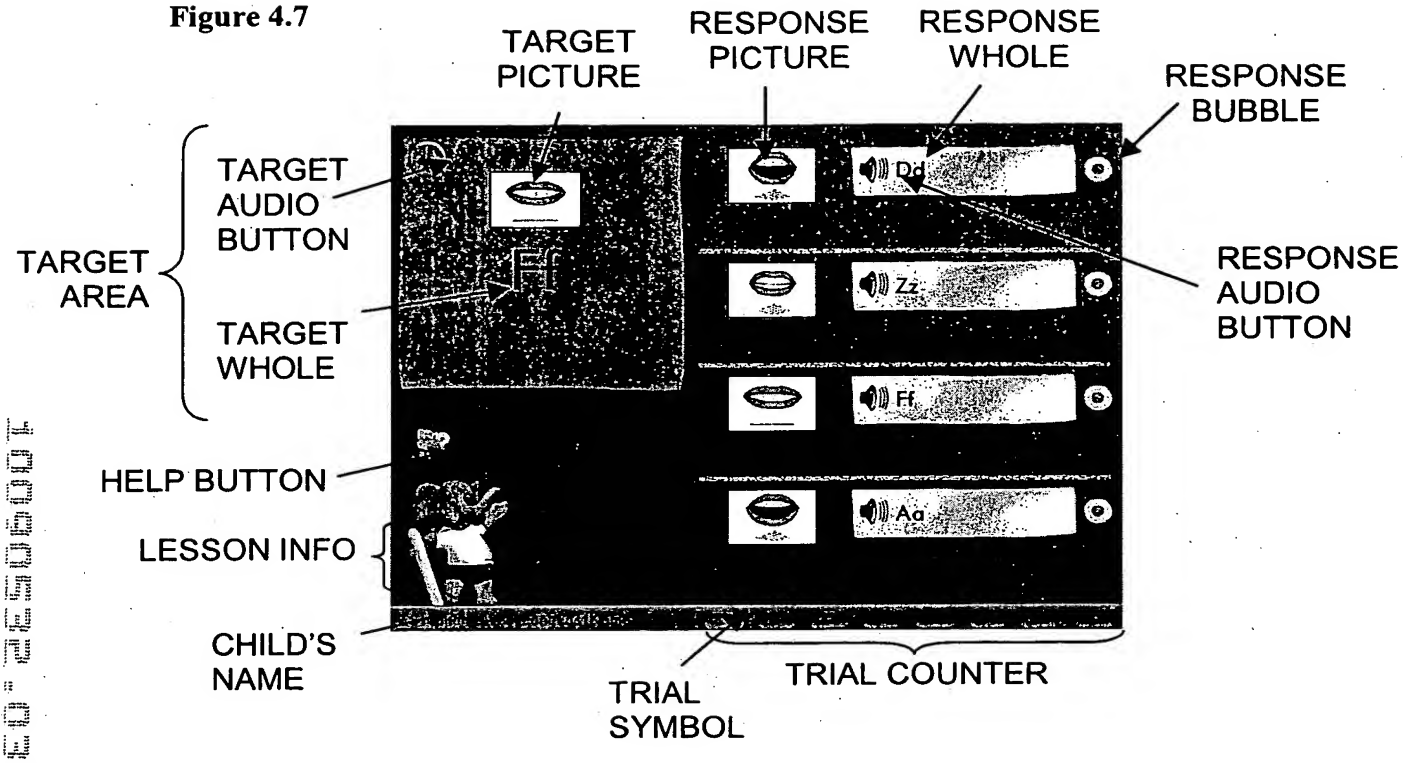

TARGET PICTURE
RESPONSE PICTURE
RESPONSE WHOLE
RESPONSE BUBBLE
TARGET AUDIO BUTTON
TARGET AREA
TARGET WHOLE
RESPONSE AUDIO BUTTON
Ff
Dd
Zz
Ff
Aa
HELP BUTTON
LESSON INFO
CHILD'S NAME
TRIAL SYMBOL
TRIAL COUNTER

Figure 4.8

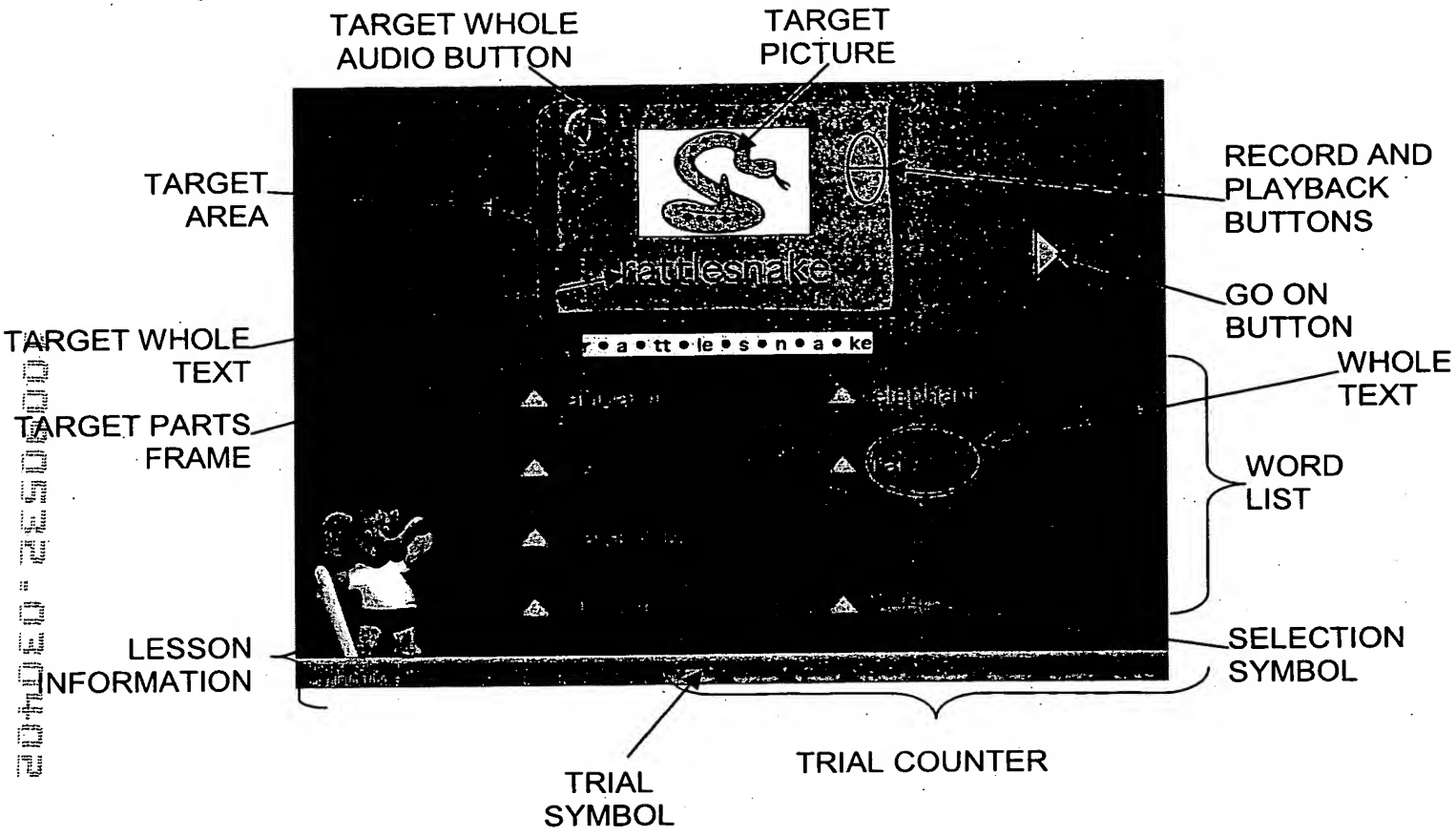

TARGET WHOLE AUDIO BUTTON
TARGET PICTURE
TARGET AREA
RECORD AND PLAYBACK BUTTONS
GO ON BUTTON
TARGET WHOLE TEXT
WHOLE TEXT
TARGET PARTS FRAME
WORD LIST
LESSON INFORMATION
SELECTION SYMBOL
TRIAL SYMBOL
TRIAL COUNTER
rattlesnake
r • a • tt • le • s • n • a • ke

Figure 4.9

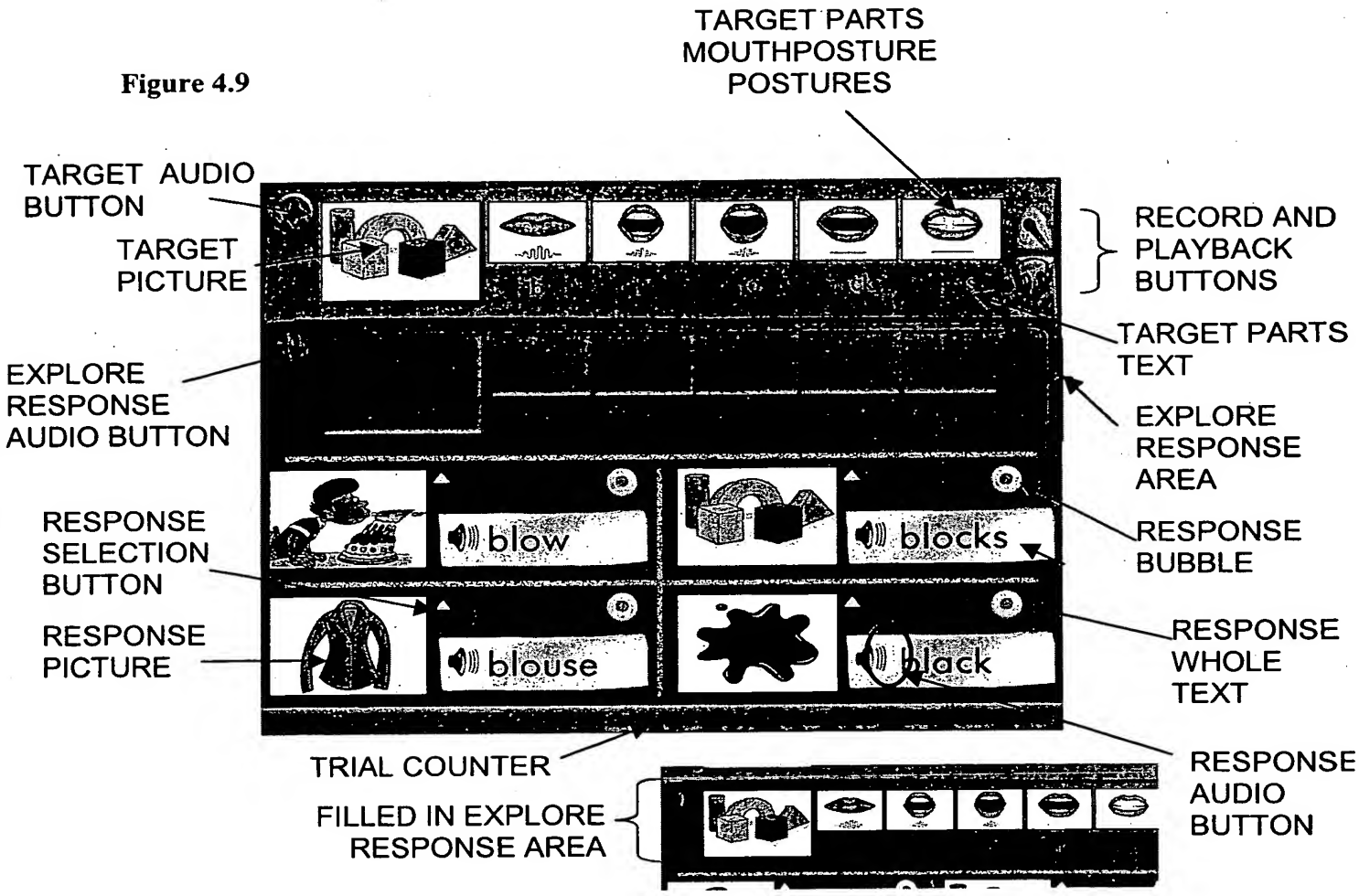

TARGET PARTS MOUTHPOSTURE POSTURES
TARGET AUDIO BUTTON
TARGET PICTURE
RECORD AND PLAYBACK BUTTONS
TARGET PARTS TEXT
EXPLORE RESPONSE AUDIO BUTTON
EXPLORE RESPONSE AREA
RESPONSE SELECTION BUTTON
RESPONSE BUBBLE
RESPONSE PICTURE
RESPONSE WHOLE TEXT
blow
blocks
blouse
black
TRIAL COUNTER
RESPONSE AUDIO BUTTON
FILLED IN EXPLORE RESPONSE AREA

Figure 4.10

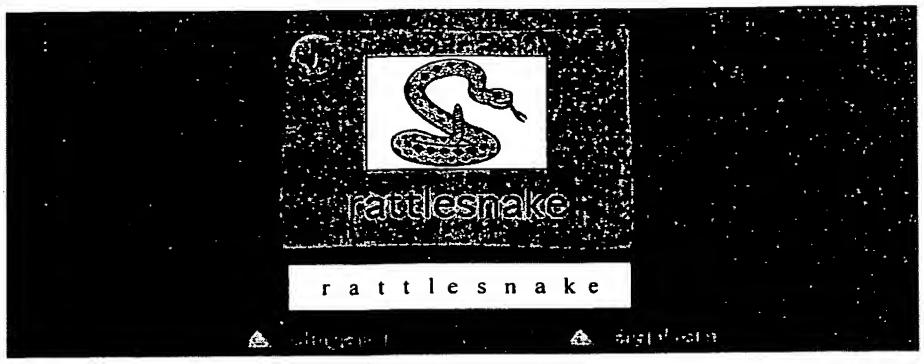


Figure 4.11

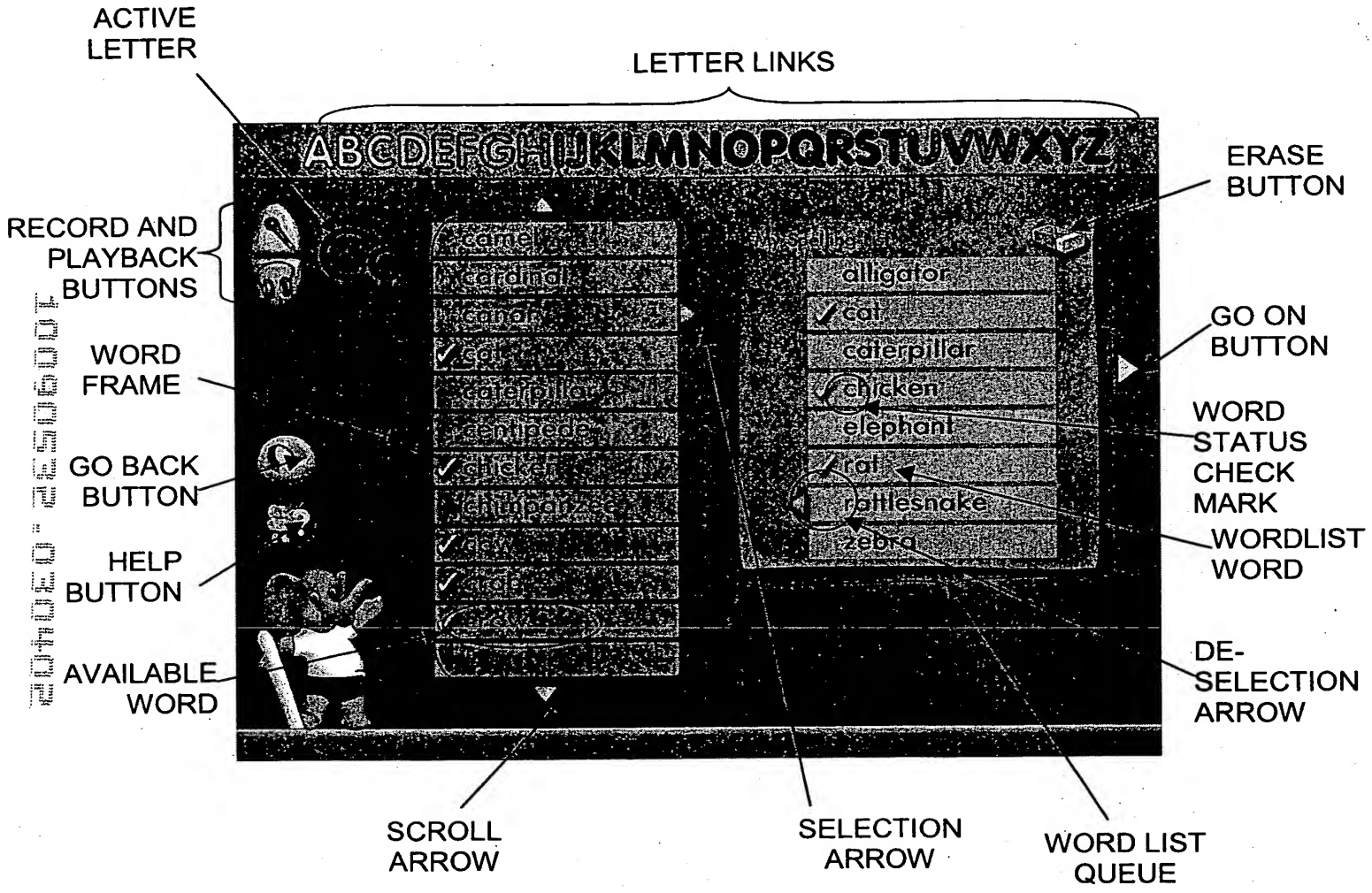
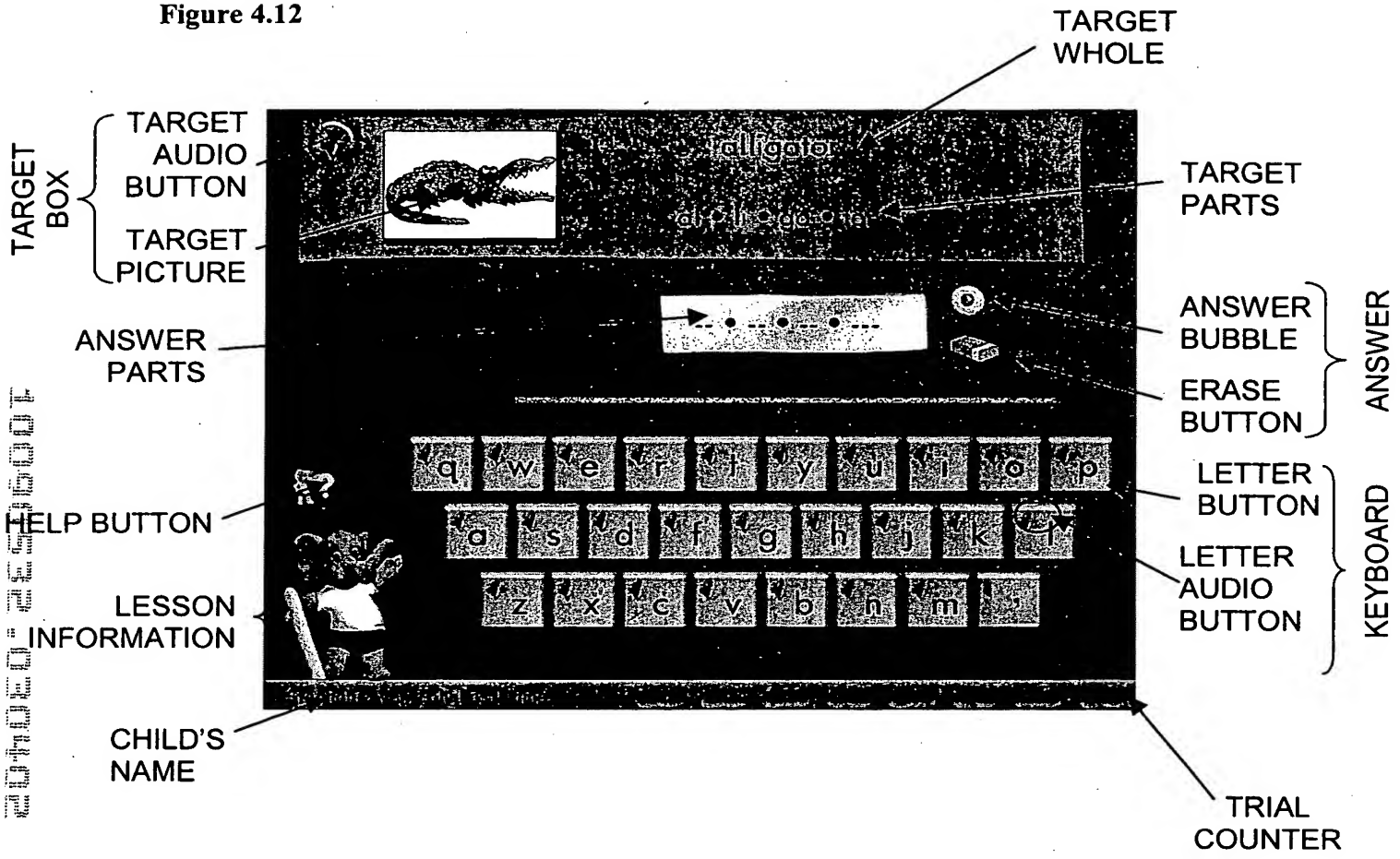
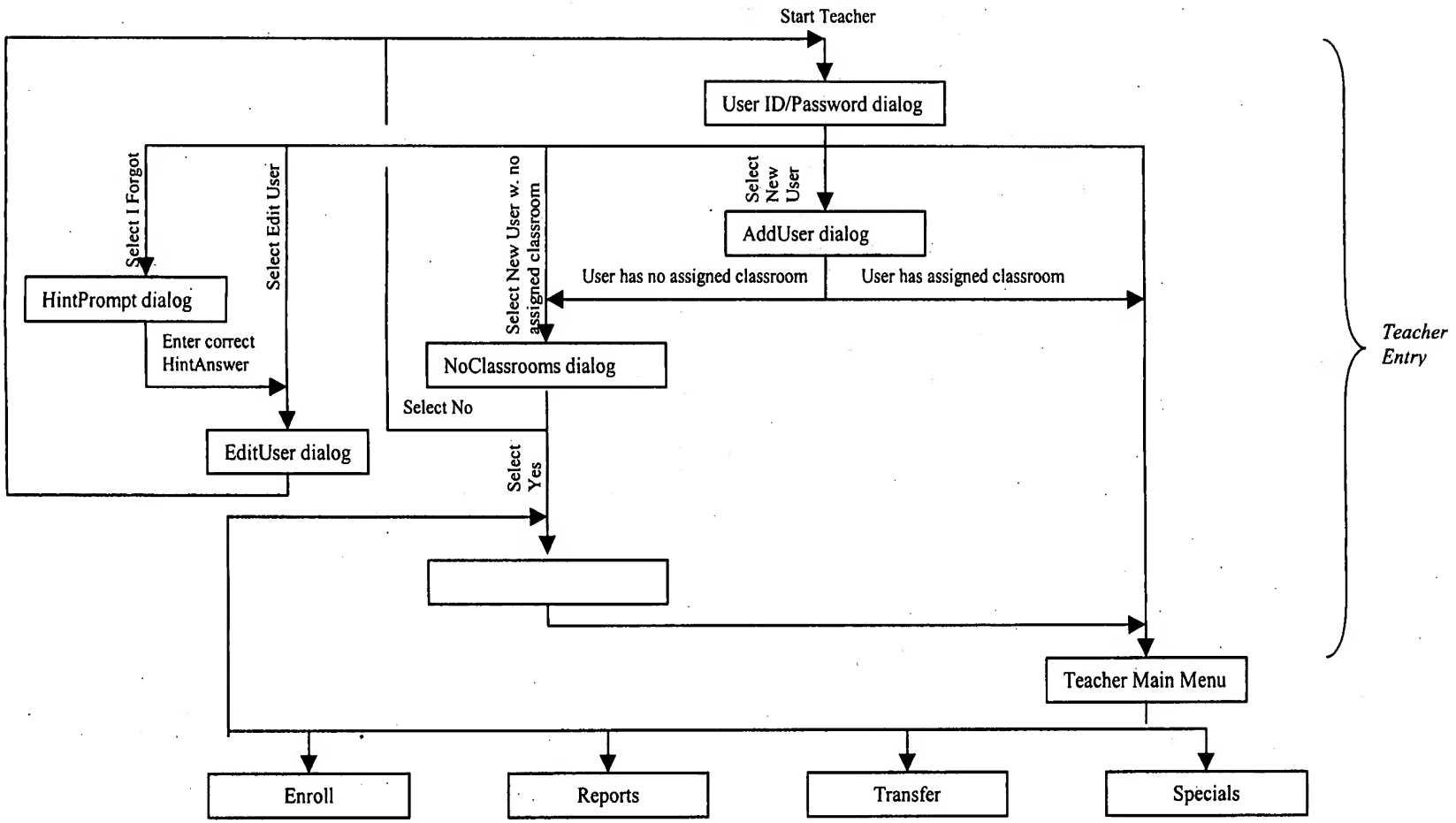

ACTIVE LETTER
LETTER LINKS
ABCDEFGHIJKLMNOPQRSTUVWXYZ
ERASE BUTTON
RECORD AND PLAYBACK BUTTONS
WORD FRAME
GO BACK BUTTON
HELP BUTTON
AVAILABLE WORD
GO ON BUTTON
WORD STATUS CHECK MARK
WORDLIST WORD
DE-SELECTION ARROW
SCROLL ARROW
SELECTION ARROW
WORD LIST QUEUE
camel
cardinal
canal
cat
caterpillar
centipede
chicken
chimpanzee
rat
alligator
cat
caterpillar
chicken
elephant
rat
rattlesnake
zebra

Figure 4.12


TARGET WHOLE
TARGET BOX
TARGET AUDIO BUTTON
TARGET PICTURE
TARGET PARTS
ANSWER PARTS
ANSWER BUBBLE
ERASE BUTTON
ANSWER
HELP BUTTON
LETTER BUTTON
LETTER AUDIO BUTTON
KEYBOARD
LESSON INFORMATION
CHILD'S NAME
TRIAL COUNTER

20th0E0°2E50600T

Figure 5.1



20h0E0" 2E506001

Figure 5.2

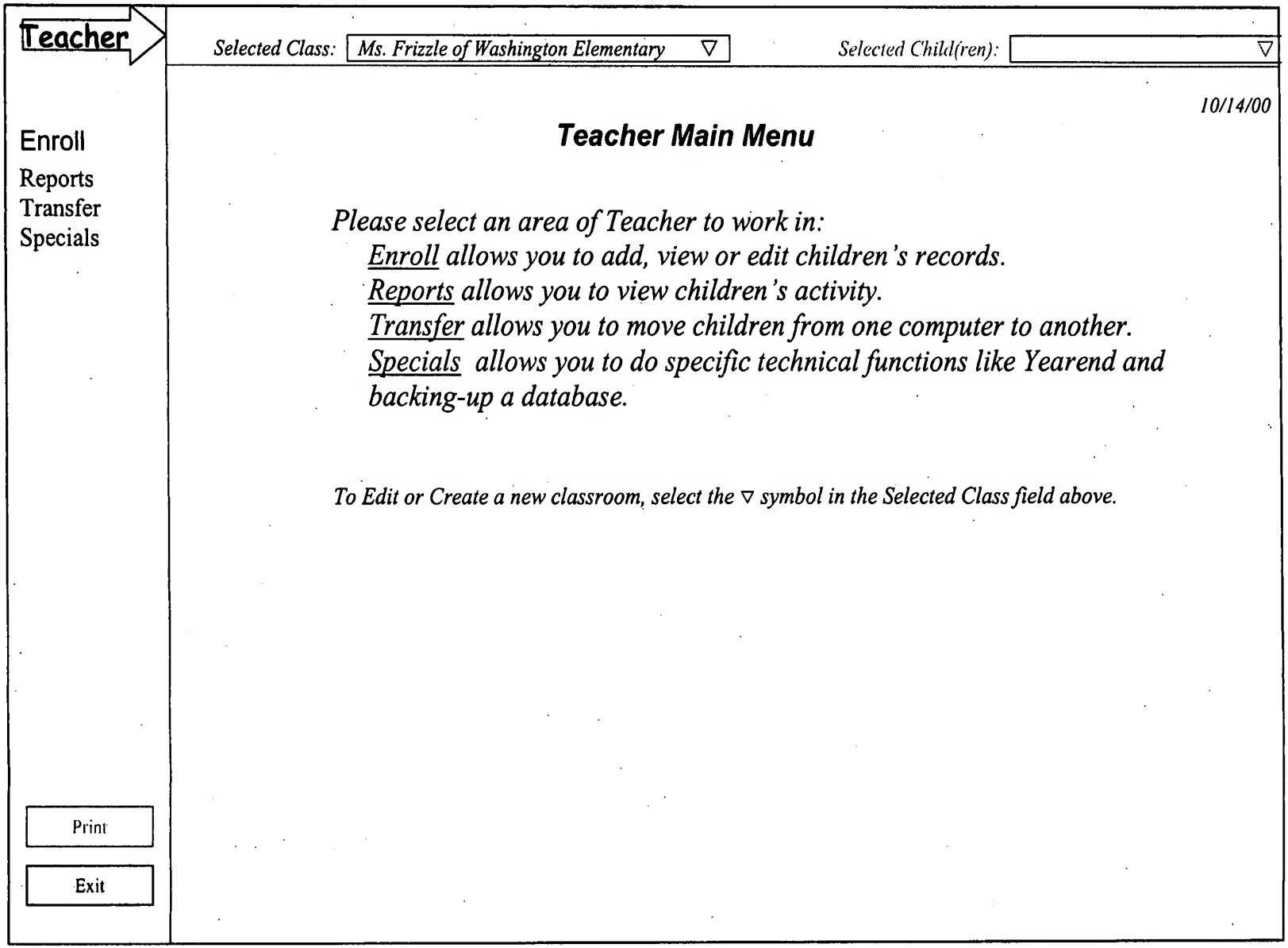
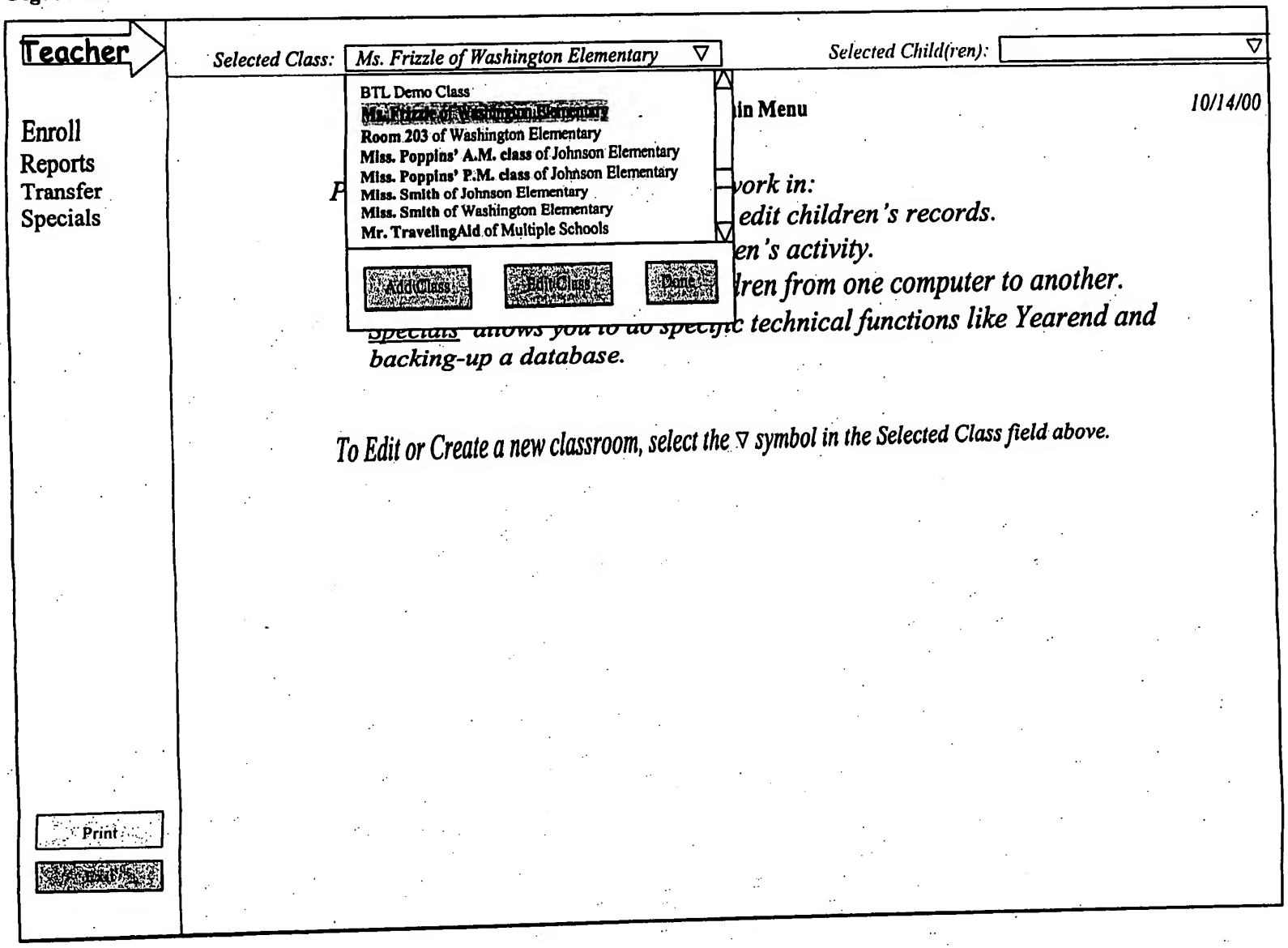
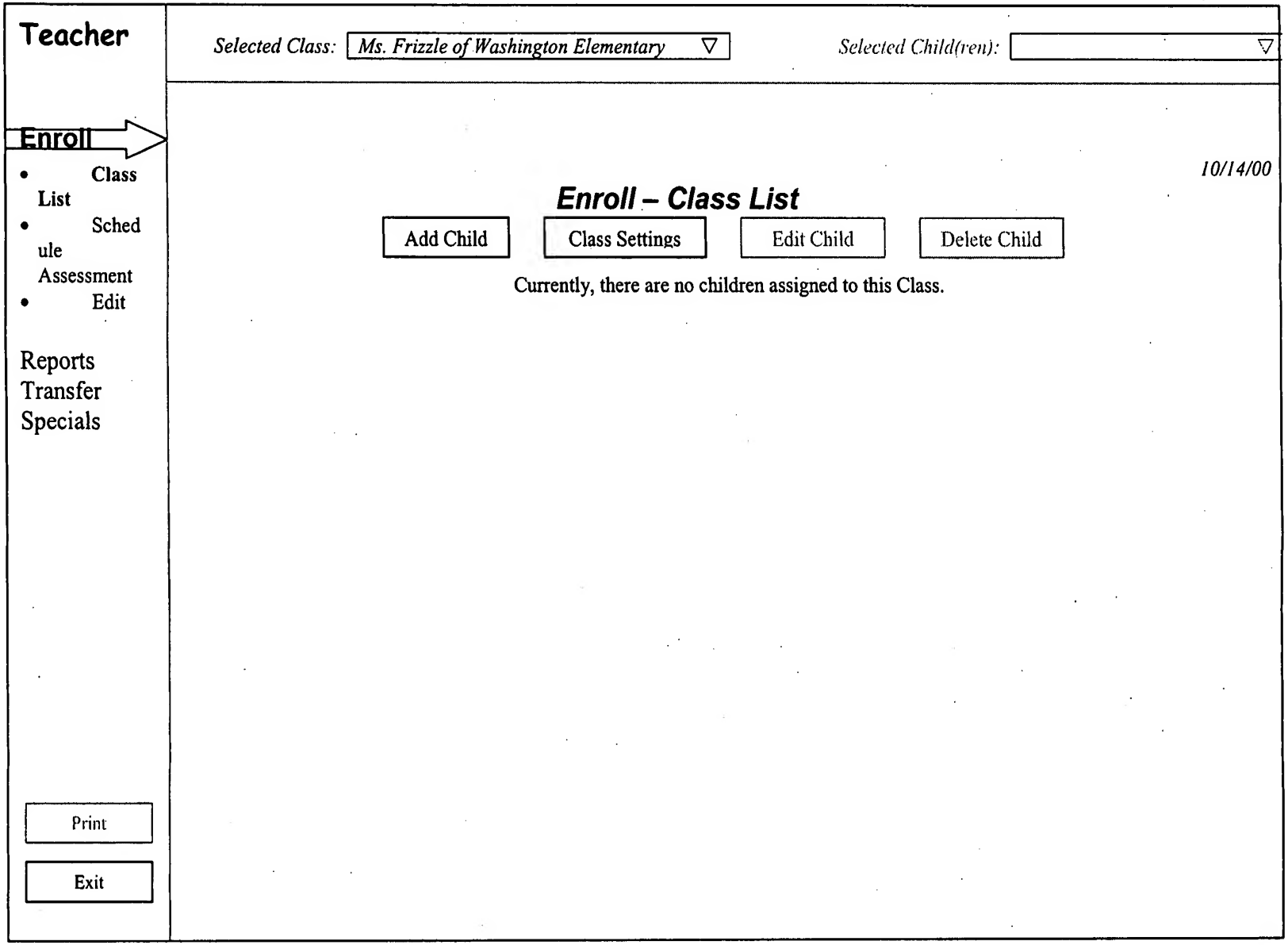


Figure 5.3


Teacher
Selected Class:
Ms. Frizzle of Washington Elementary
Selected Child(ren):
BTL Demo Class
Ms. Frizzle of Washington Elementary
Room 203 of Washington Elementary
Miss. Poppins' A.M. class of Johnson Elementary
Miss. Poppins' P.M. class of Johnson Elementary
Miss. Smith of Johnson Elementary
Miss. Smith of Washington Elementary
Mr. TravelingAid of Multiple Schools
Add Class
Edit Class
Done
Enroll
Reports
Transfer
Specials
Print
Help
in Menu
10/14/00
ork in:
edit children's records.
en's activity.
dren from one computer to another.
technical functions like Yearend and
backing-up a database.
To Edit or Create a new classroom, select the ▽ symbol in the Selected Class field above.

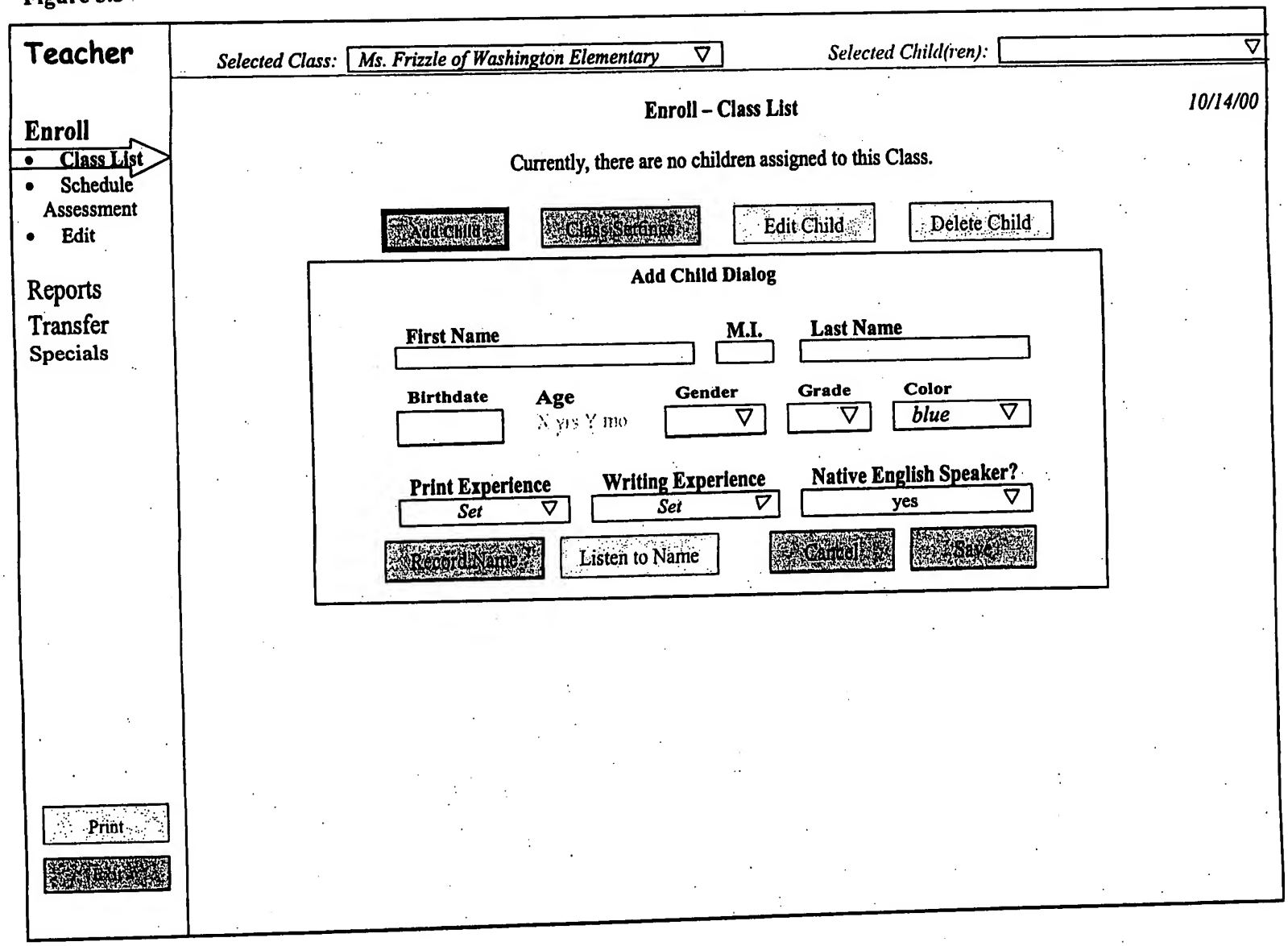
20th020 2250600F

Figure 5.4



20h0E0' 2E50600T

Figure 5.5



20h0E0" 2E506D0E

Figure 5.6

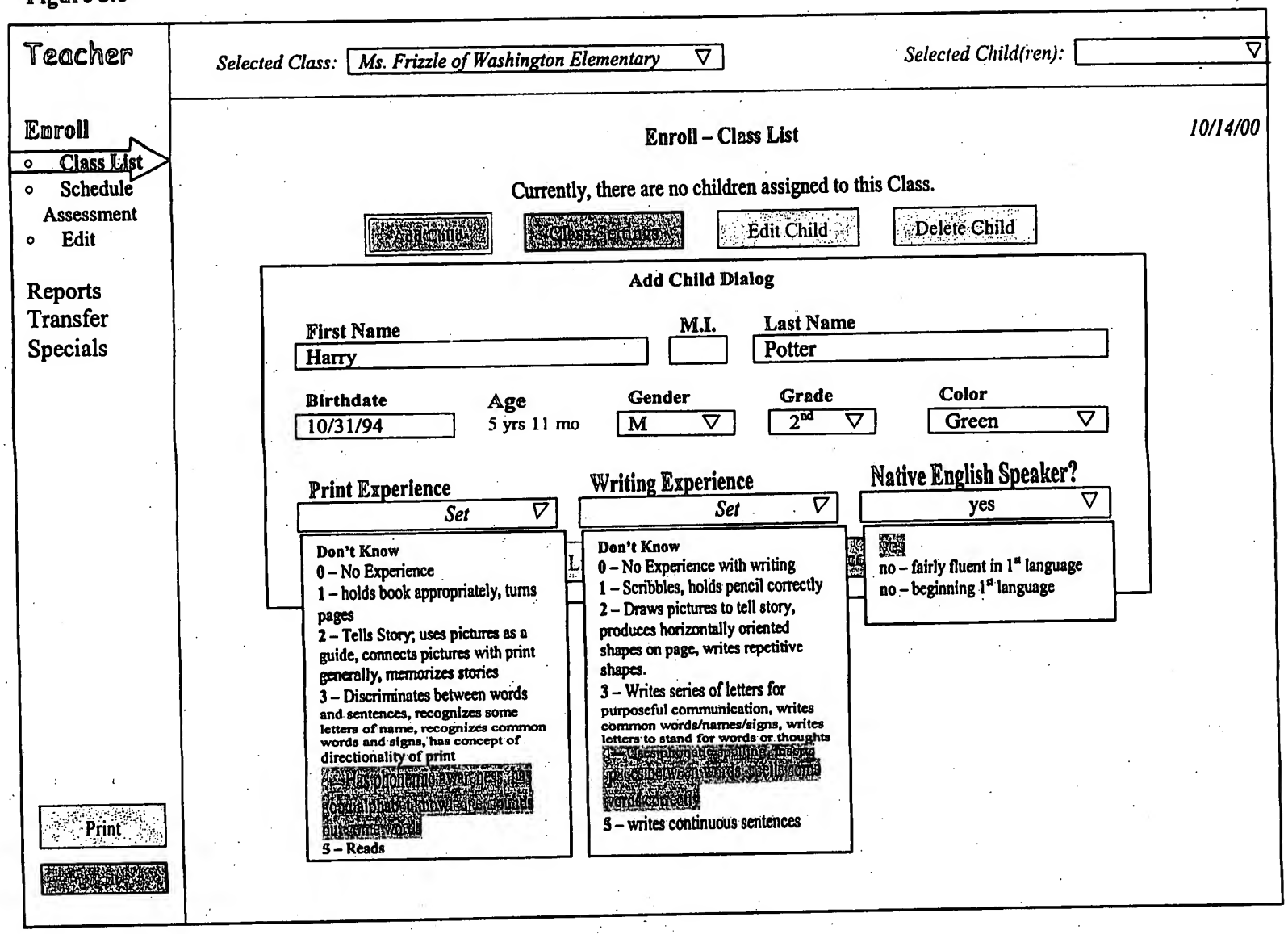


Figure 5.7

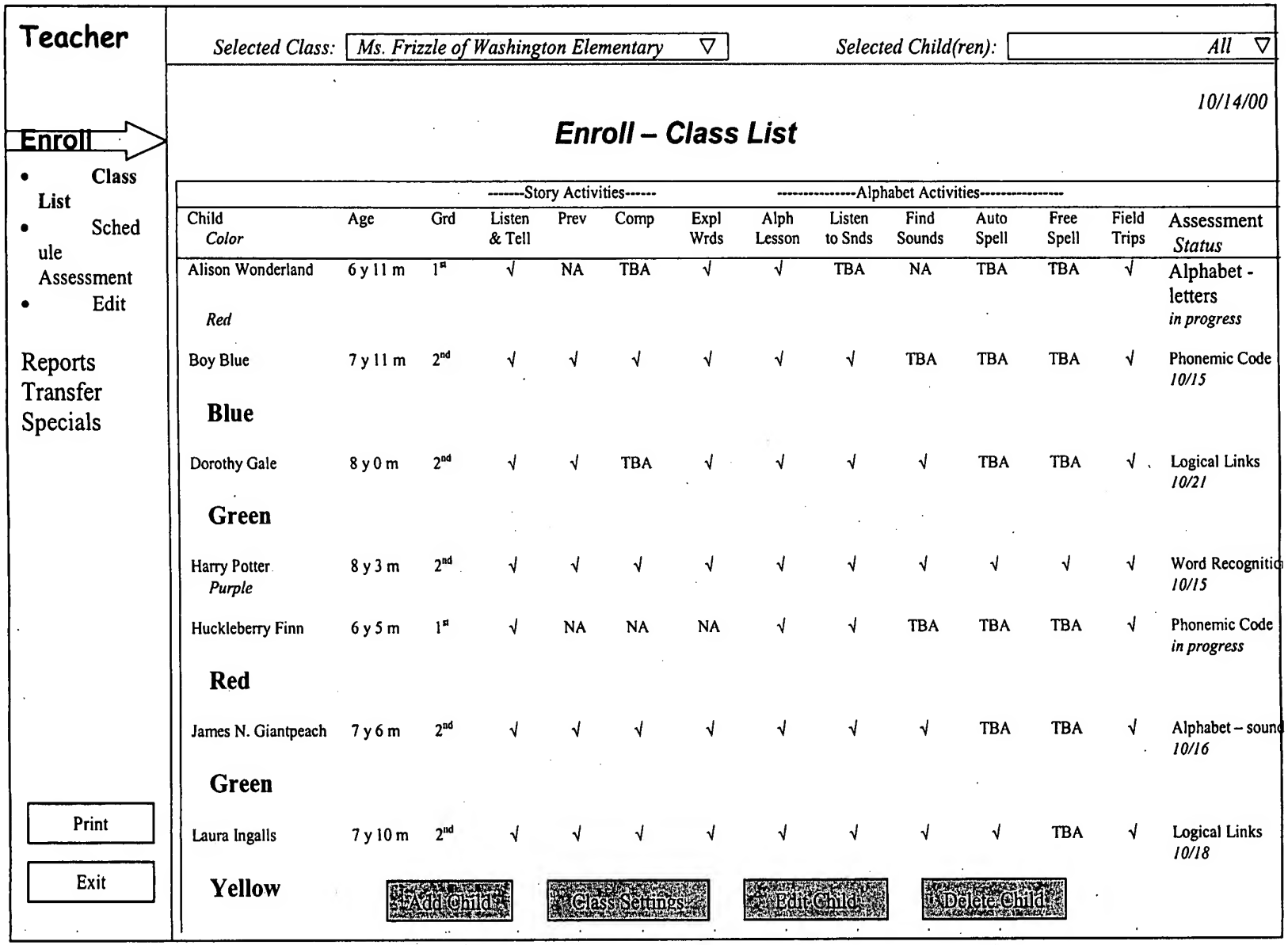
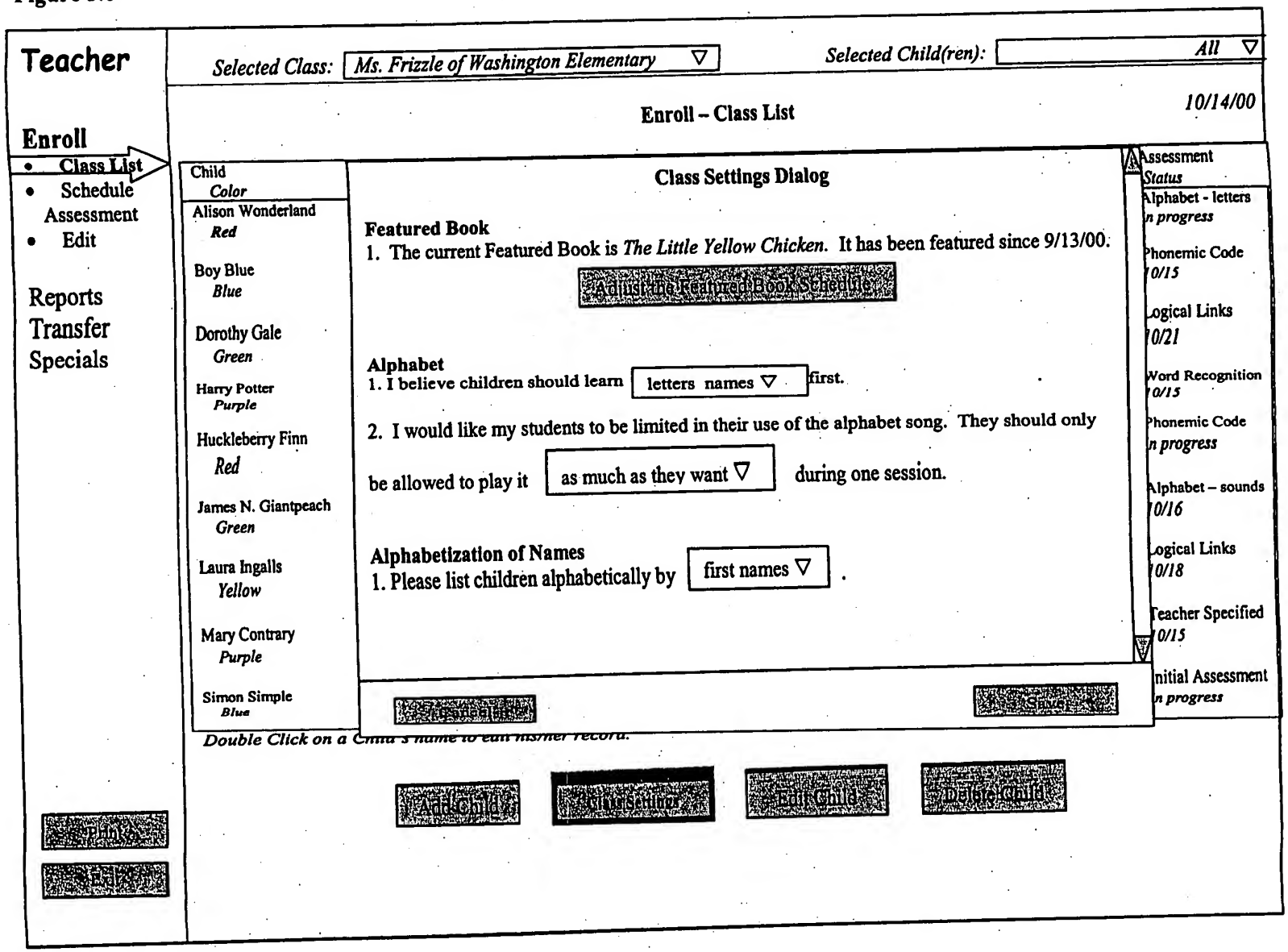
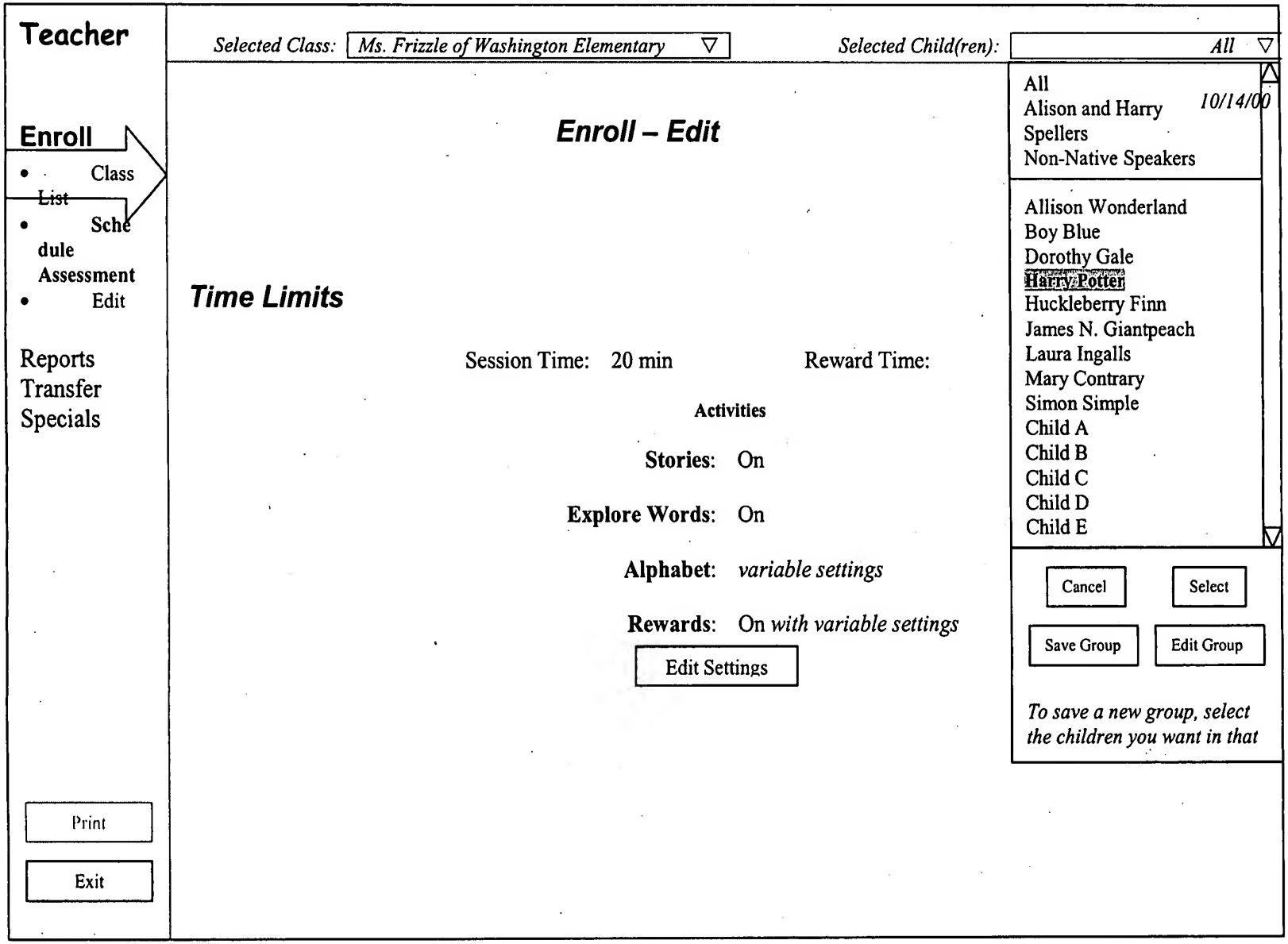

Teacher
Enroll
• Class List
• Schedule Assessment
• Edit
Reports
Transfer
Specials
Print
Exit
Selected Class: Ms. Frizzle of Washington Elementary
Selected Child(ren): All
10/14/00
Enroll – Class List
-------Story Activities------
----------Alphabet Activities----------
Child Color | Age | Grd | Listen & Tell | Prev | Comp | Expl Wrds | Alph Lesson | Listen to Snds | Find Sounds | Auto Spell | Free Spell | Field Trips | Assessment Status
Alison Wonderland | 6 y 11 m | 1st | √ | NA | TBA | √ | √ | TBA | NA | TBA | TBA | √ | Alphabet - letters in progress
Red
Boy Blue | 7 y 11 m | 2nd | √ | √ | √ | √ | √ | √ | TBA | TBA | TBA | √ | Phonemic Code 10/15
Blue
Dorothy Gale | 8 y 0 m | 2nd | √ | √ | TBA | √ | √ | √ | √ | TBA | TBA | √ | Logical Links 10/21
Green
Harry Potter | 8 y 3 m | 2nd | √ | √ | √ | √ | √ | √ | √ | √ | √ | √ | Word Recognitio 10/15
Purple
Huckleberry Finn | 6 y 5 m | 1st | √ | NA | NA | NA | √ | √ | TBA | TBA | TBA | √ | Phonemic Code in progress
Red
James N. Giantpeach | 7 y 6 m | 2nd | √ | √ | √ | √ | √ | √ | √ | TBA | TBA | √ | Alphabet – sound 10/16
Green
Laura Ingalls | 7 y 10 m | 2nd | √ | √ | √ | √ | √ | √ | √ | √ | TBA | √ | Logical Links 10/18
Yellow
Add Child
Class Settings
Edit Child
Delete Child

Figure 5.8


Teacher
Enroll
• Class List
• Schedule Assessment
• Edit
Reports
Transfer
Specials
Print
Exit
Selected Class: Ms. Frizzle of Washington Elementary
Selected Child(ren): All
Enroll – Class List
10/14/00
Child
Color
Alison Wonderland
Red
Boy Blue
Blue
Dorothy Gale
Green
Harry Potter
Purple
Huckleberry Finn
Red
James N. Giantpeach
Green
Laura Ingalls
Yellow
Mary Contrary
Purple
Simon Simple
Blue
Class Settings Dialog
Featured Book
1. The current Featured Book is The Little Yellow Chicken. It has been featured since 9/13/00.
Adjust the Featured Book Schedule
Alphabet
1. I believe children should learn letters names first.
2. I would like my students to be limited in their use of the alphabet song. They should only be allowed to play it as much as they want during one session.
Alphabetization of Names
1. Please list children alphabetically by first names .
Cancel
Save
Assessment
Status
Alphabet - letters
in progress
Phonemic Code
10/15
Logical Links
10/21
Word Recognition
10/15
Phonemic Code
in progress
Alphabet – sounds
10/16
Logical Links
10/18
Teacher Specified
10/15
Initial Assessment
in progress
Double Click on a Child's name to edit his/her record.
Add Child
Class Settings
Edit Child
Delete Child

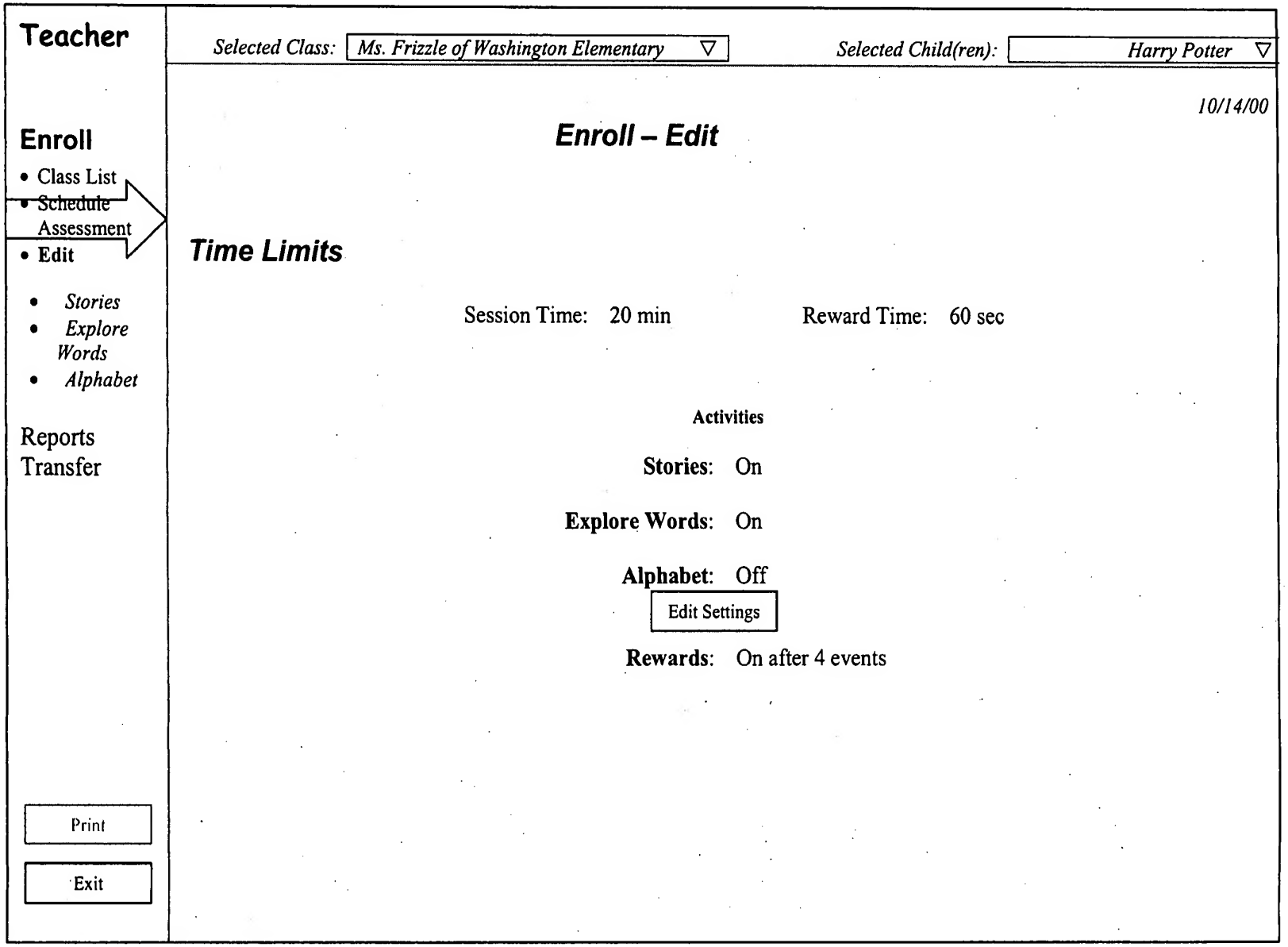
20th60" 2650607

Figure 5.9



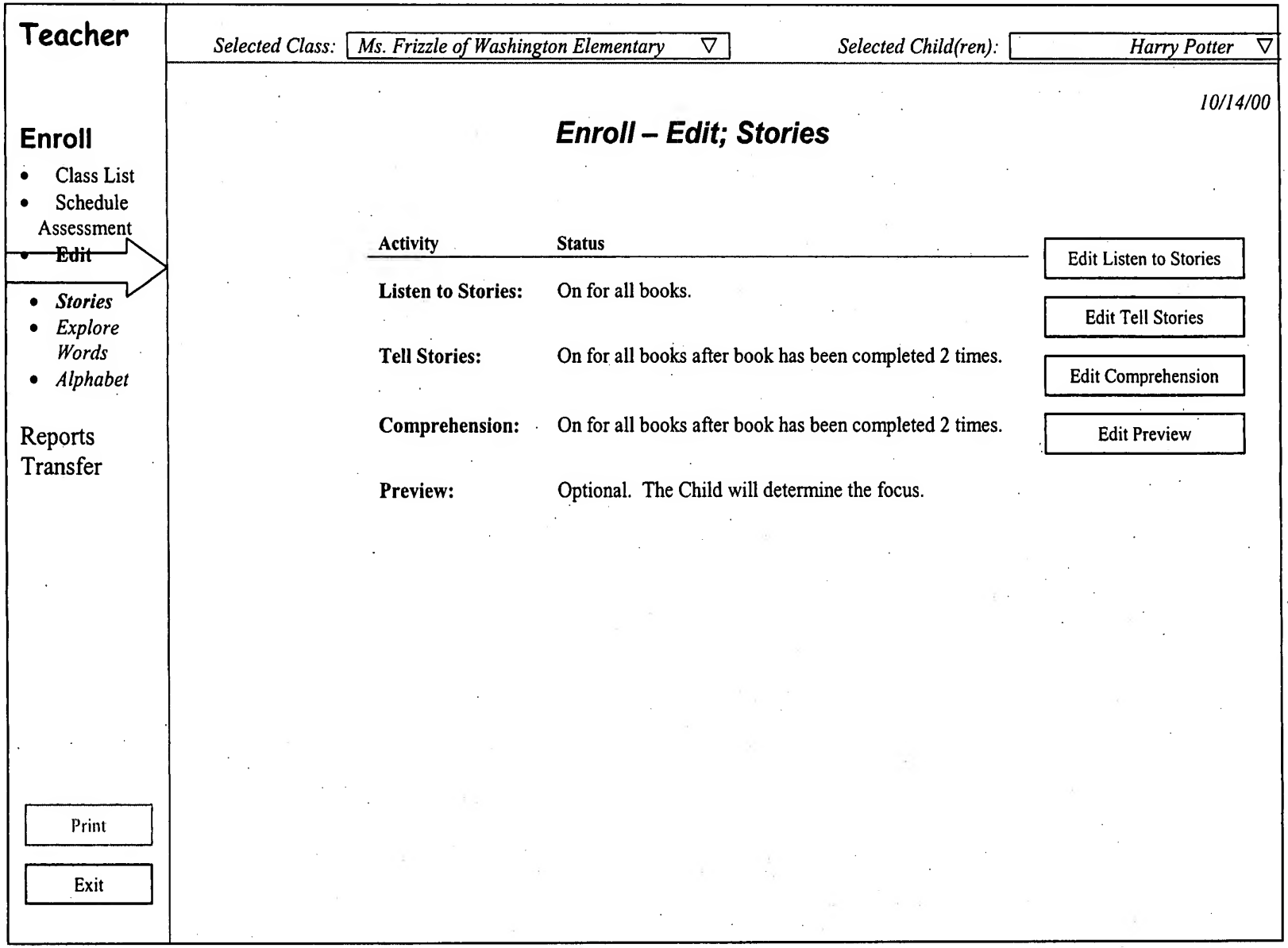
20th ED. 2E S06 001

Figure 5.10



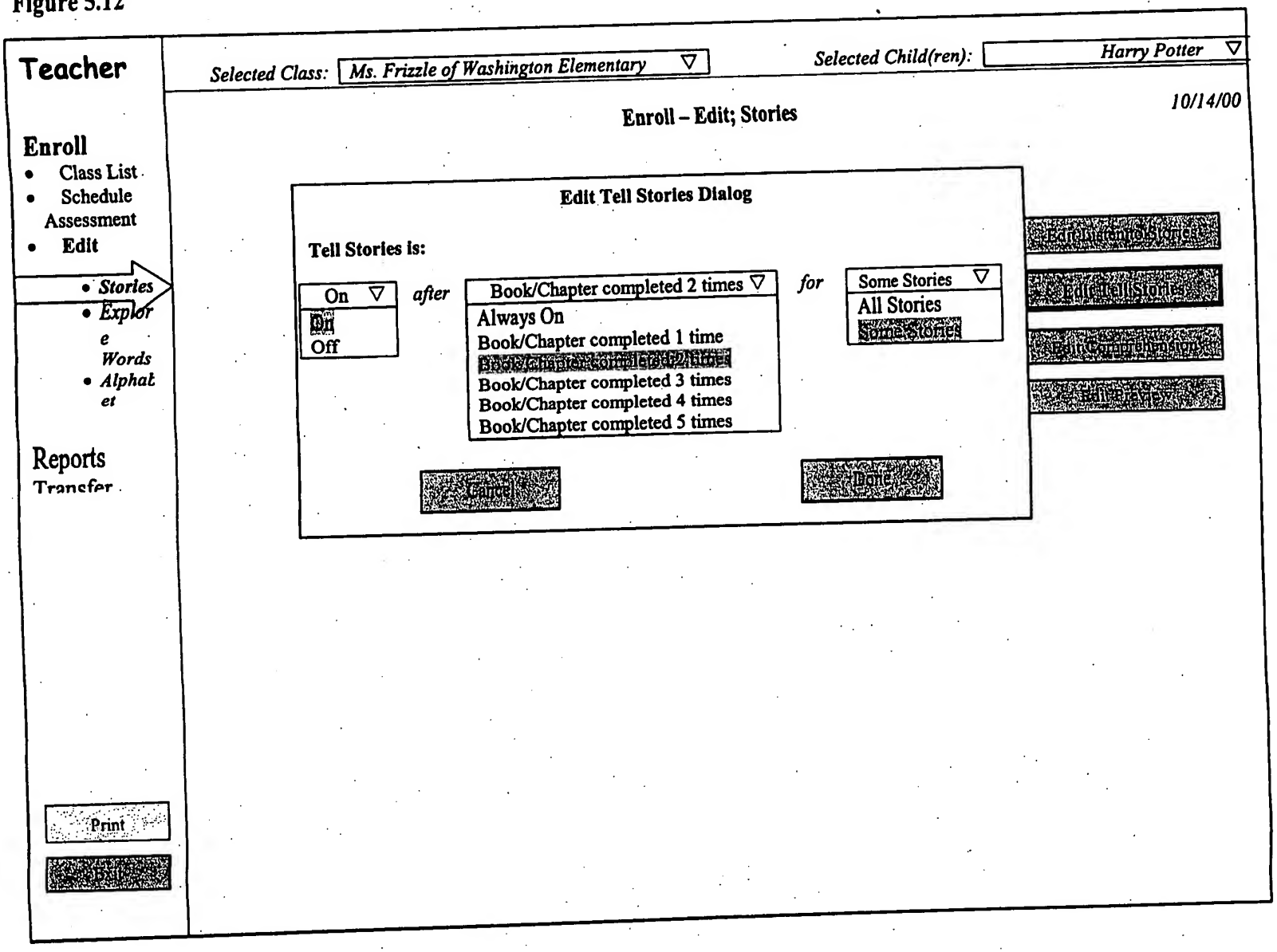
20th ED. 2E506001

Figure 5.11



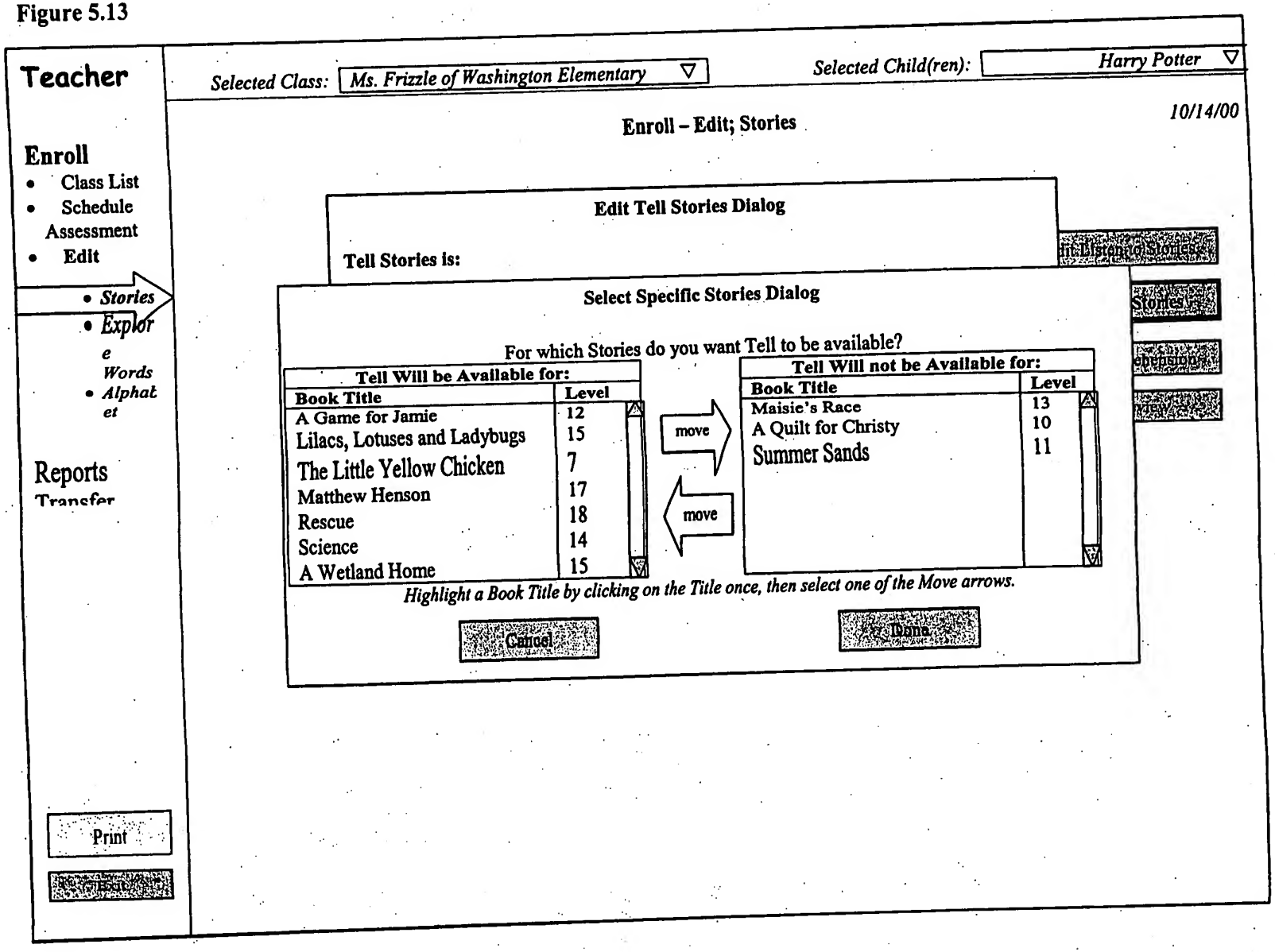
20n0E0' 2E50600T

Figure 5.12



20th0E0' 2E506001

Figure 5.13



20th DEC 2006

Figure 6.1

Teacher Flow Chart

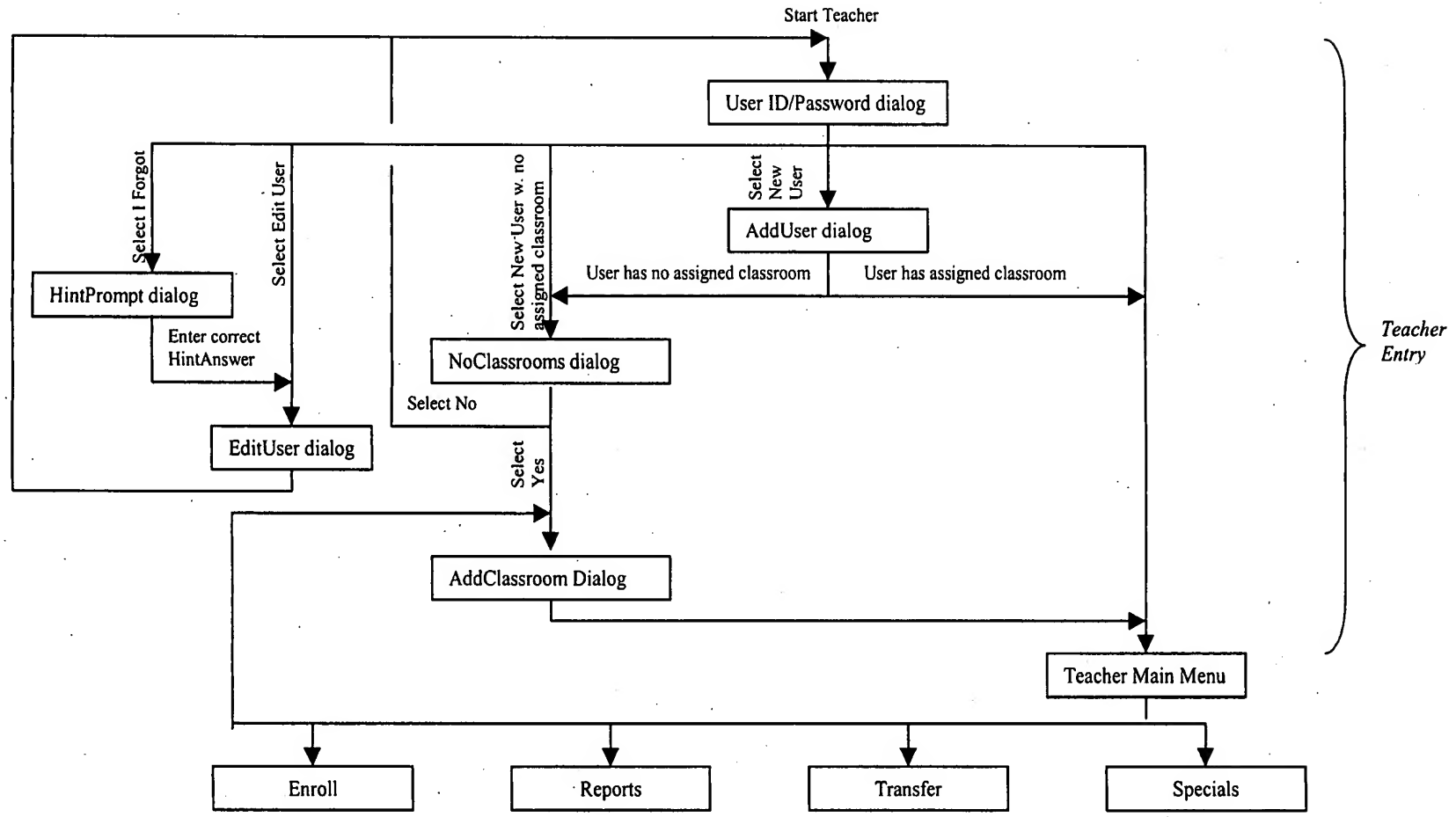


Figure 6.2

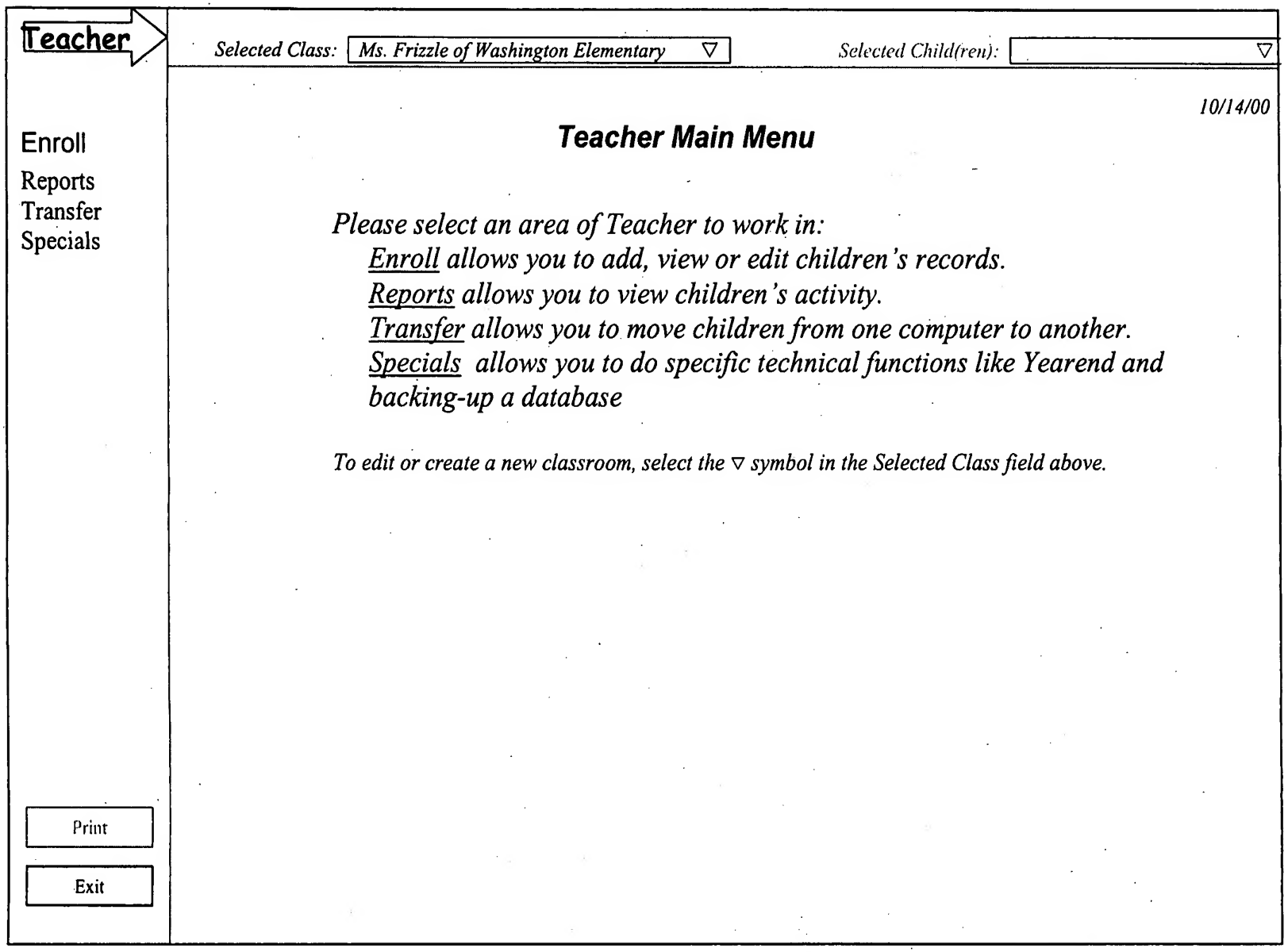
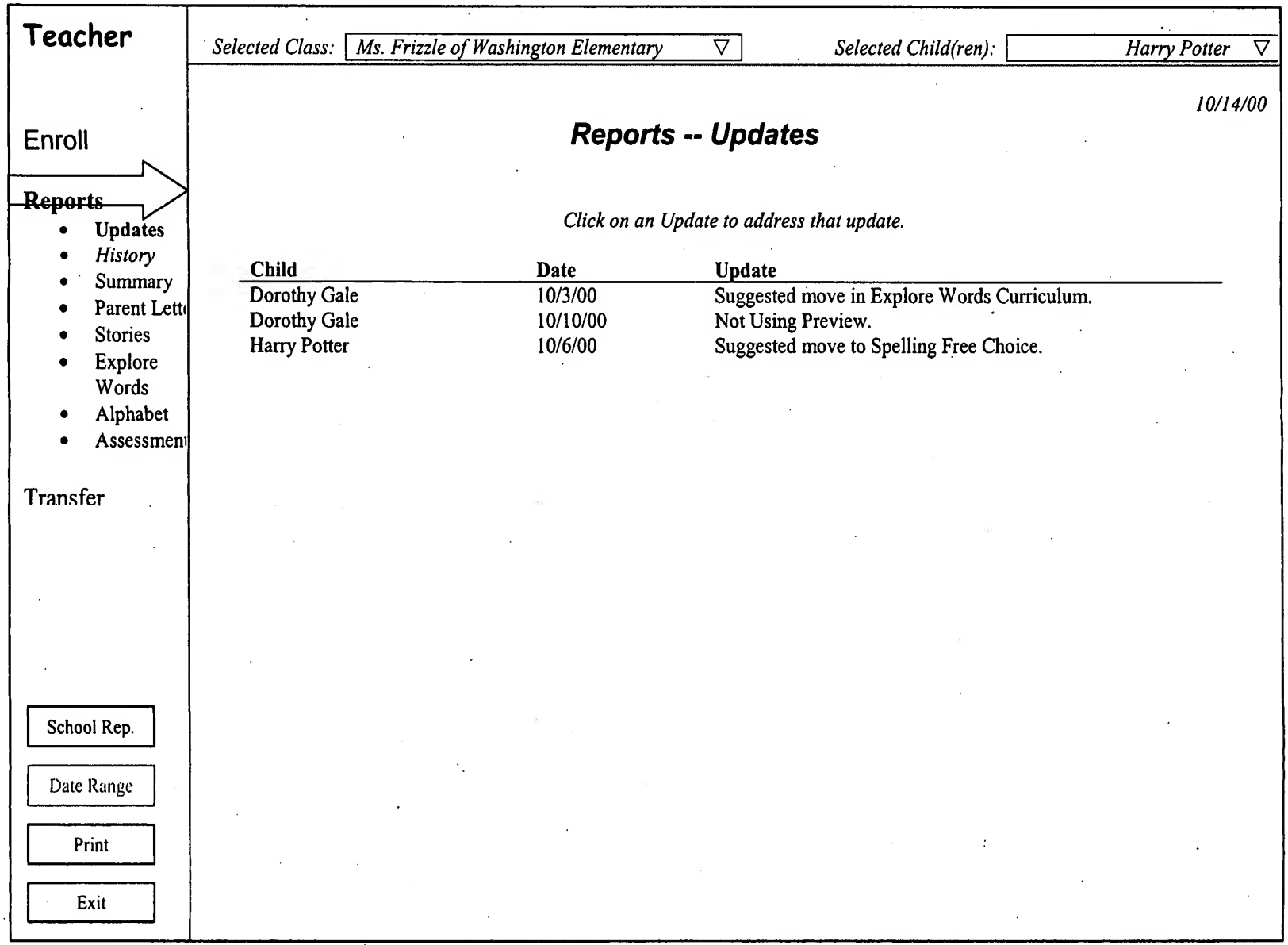

Teacher
Selected Class: Ms. Frizzle of Washington Elementary
Selected Child(ren):
10/14/00
Teacher Main Menu
Enroll
Reports
Transfer
Specials
Please select an area of Teacher to work in:
Enroll allows you to add, view or edit children's records.
Reports allows you to view children's activity.
Transfer allows you to move children from one computer to another.
Specials allows you to do specific technical functions like Yearend and backing-up a database
To edit or create a new classroom, select the ▽ symbol in the Selected Class field above.
Print
Exit

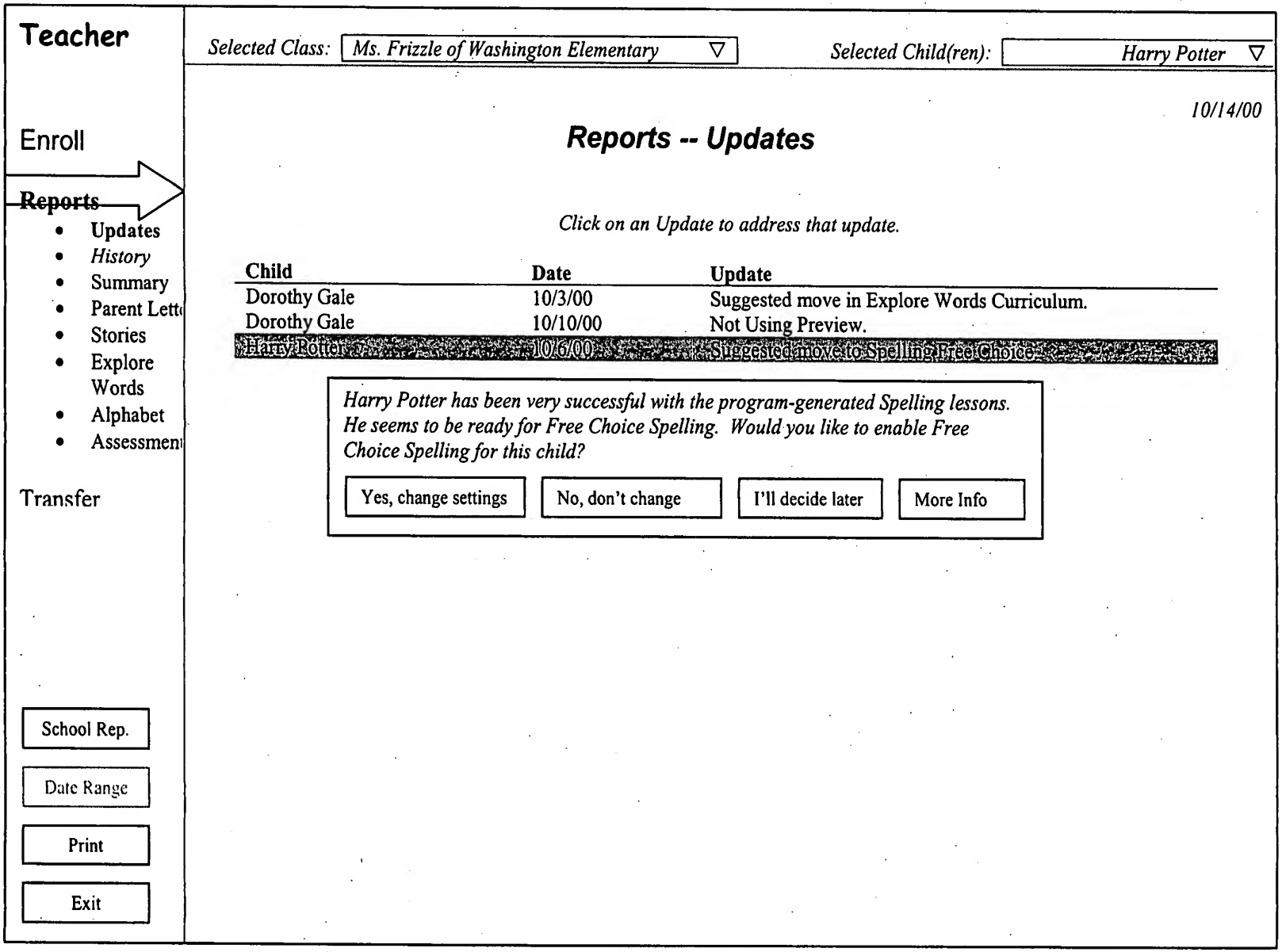
Figure 6.3

Key:
⇨ indicates roll over data available (disappears after curser leaves spot)
≡ indicates a list is available
⩛ indicates the table can be expanded to include more data
⩓ indicates the table can be retracted to include less data



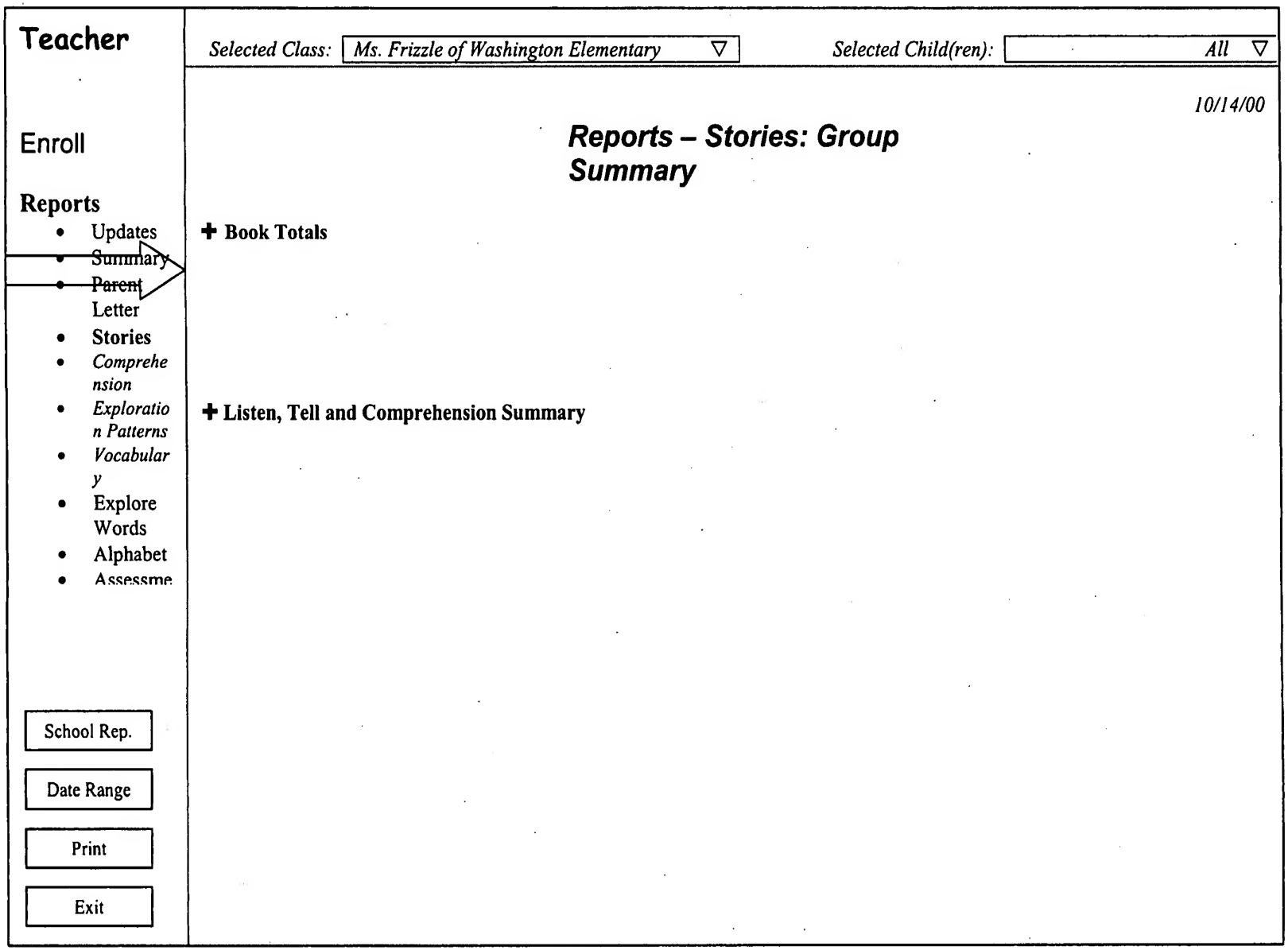
20th0E0° 2E506001

Figure 6.4



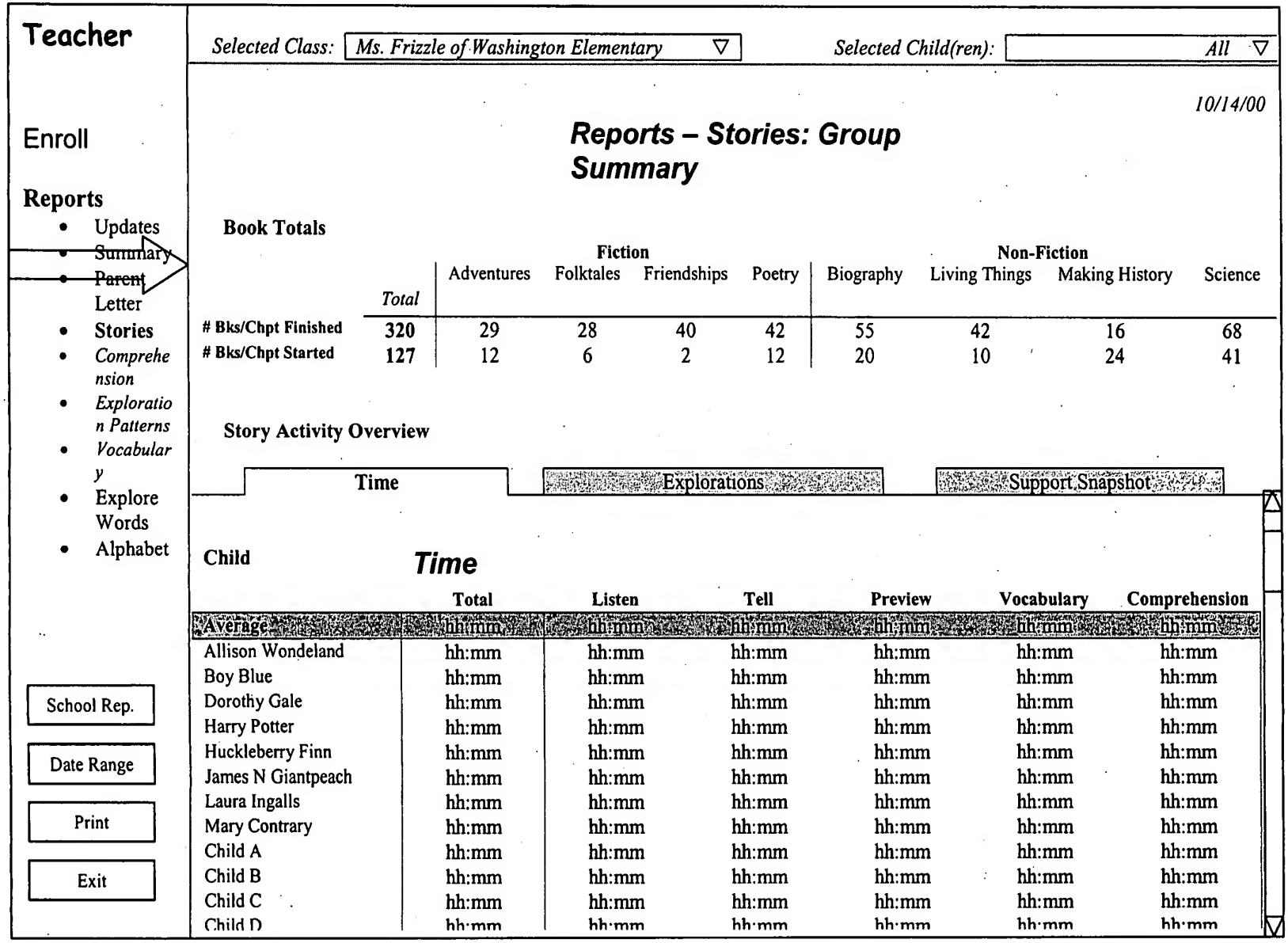
20th02 25506001

Figure 6.5



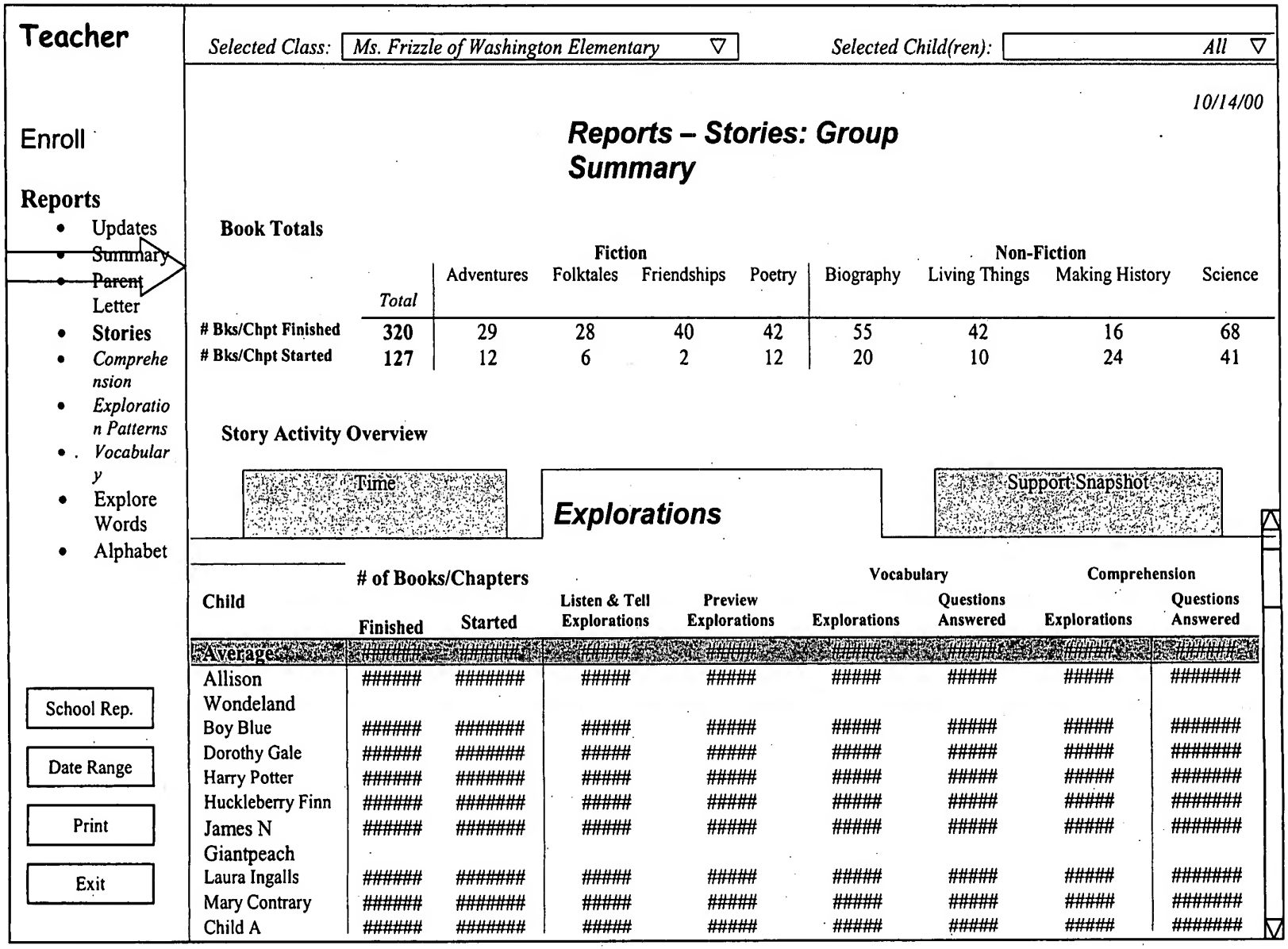
20h0E0" 2E50600T

Figure 6.6



20th02.2E506001

Figure 6.7



Teacher

Enroll

Reports

- Updates
- Summary
- Parent Letter
- **Stories**
- *Comprehension*
- *Exploration Patterns*
- *Vocabulary*
- Explore Words
- Alphabet

School Rep.

Date Range

Print

Exit

Selected Class: *Ms. Frizzle of Washington Elementary* ▽ *Selected Child(ren):* *All* ▽

10/14/00

Reports – Stories: Group Summary

Book Totals

		Fiction				Non-Fiction			
	Total	Adventures	Folktales	Friendships	Poetry	Biography	Living Things	Making History	Science
# Bks/Chpt Finished	**320**	29	28	40	42	55	42	16	68
# Bks/Chpt Started	**127**	12	6	2	12	20	10	24	41

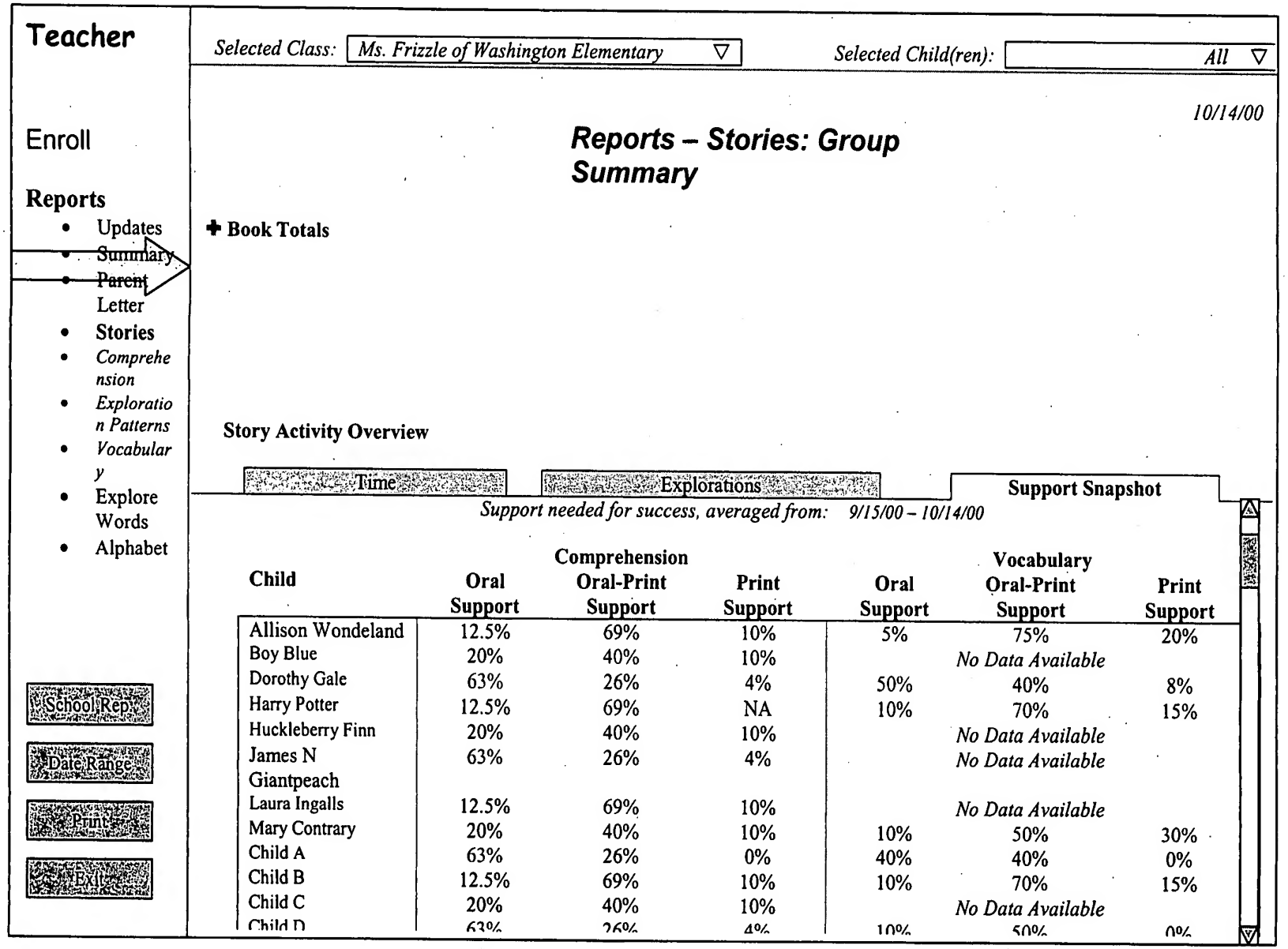
Story Activity Overview

Time | ***Explorations*** | Support Snapshot

Child	# of Books/Chapters		Vocabulary				Comprehension	
	Finished	Started	Listen & Tell Explorations	Preview Explorations	Explorations	Questions Answered	Explorations	Questions Answered
Average	######	#######	#####	#####	#####	#####	#####	#######
Allison Wondeland	######	#######	#####	#####	#####	#####	#####	#######
Boy Blue	######	#######	#####	#####	#####	#####	#####	#######
Dorothy Gale	######	#######	#####	#####	#####	#####	#####	#######
Harry Potter	######	#######	#####	#####	#####	#####	#####	#######
Huckleberry Finn	######	#######	#####	#####	#####	#####	#####	#######
James N Giantpeach	######	#######	#####	#####	#####	#####	#####	#######
Laura Ingalls	######	#######	#####	#####	#####	#####	#####	#######
Mary Contrary	######	#######	#####	#####	#####	#####	#####	#######
Child A	######	#######	#####	#####	#####	#####	#####	#######

20th0E0' 2E506001

Figure 6.8



Child	Comprehension Oral Support	Comprehension Oral-Print Support	Comprehension Print Support	Vocabulary Oral Support	Vocabulary Oral-Print Support	Vocabulary Print Support
Allison Wondeland	12.5%	69%	10%	5%	75%	20%
Boy Blue	20%	40%	10%		*No Data Available*	
Dorothy Gale	63%	26%	4%	50%	40%	8%
Harry Potter	12.5%	69%	NA	10%	70%	15%
Huckleberry Finn	20%	40%	10%		*No Data Available*	
James N Giantpeach	63%	26%	4%		*No Data Available*	
Laura Ingalls	12.5%	69%	10%		*No Data Available*	
Mary Contrary	20%	40%	10%	10%	50%	30%
Child A	63%	26%	0%	40%	40%	0%
Child B	12.5%	69%	10%	10%	70%	15%
Child C	20%	40%	10%		*No Data Available*	
Child D	63%	26%	4%	10%	50%	0%

20h0E0" 2E50b00E

Figure 6.9

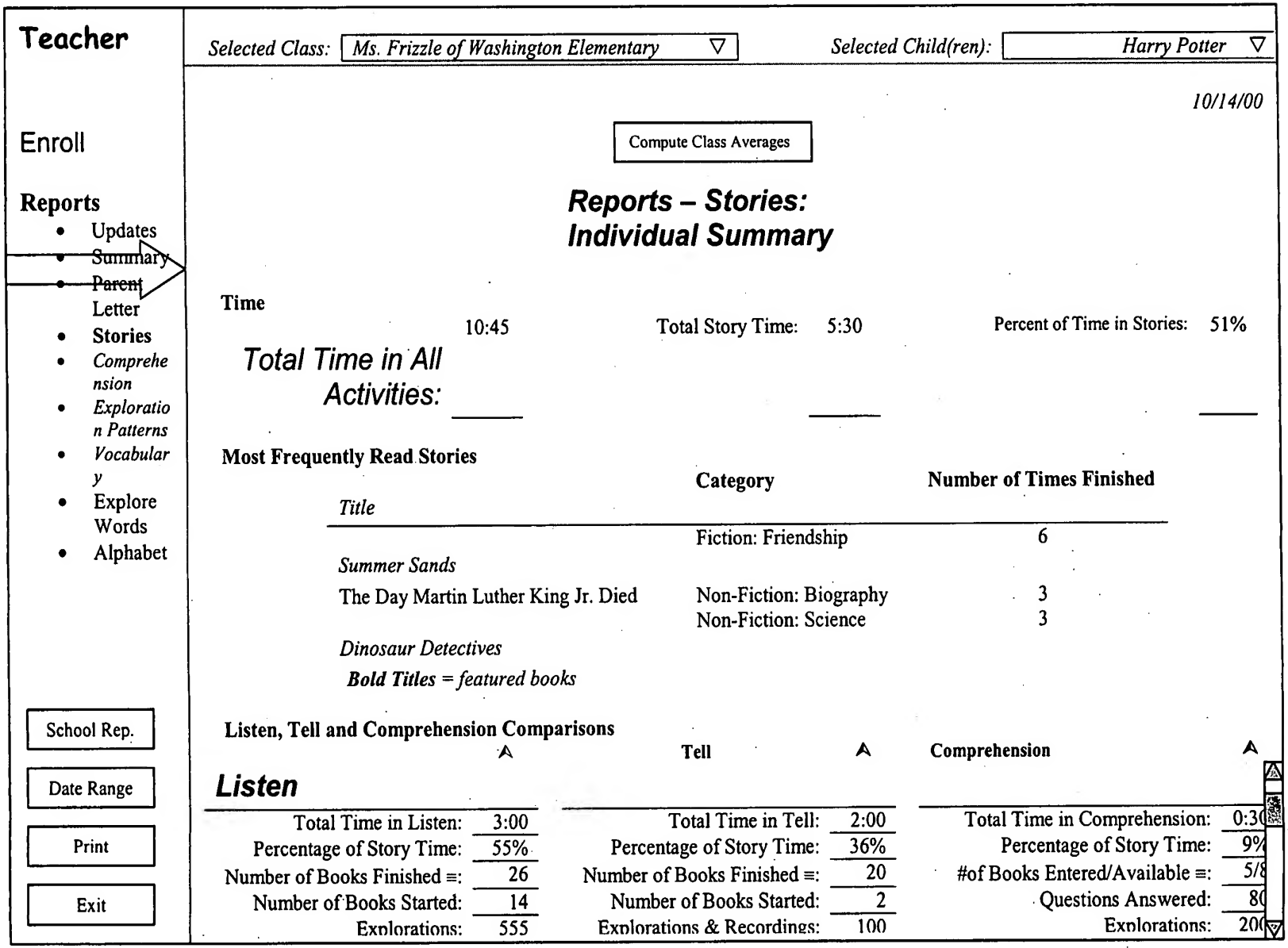


Figure 6.10

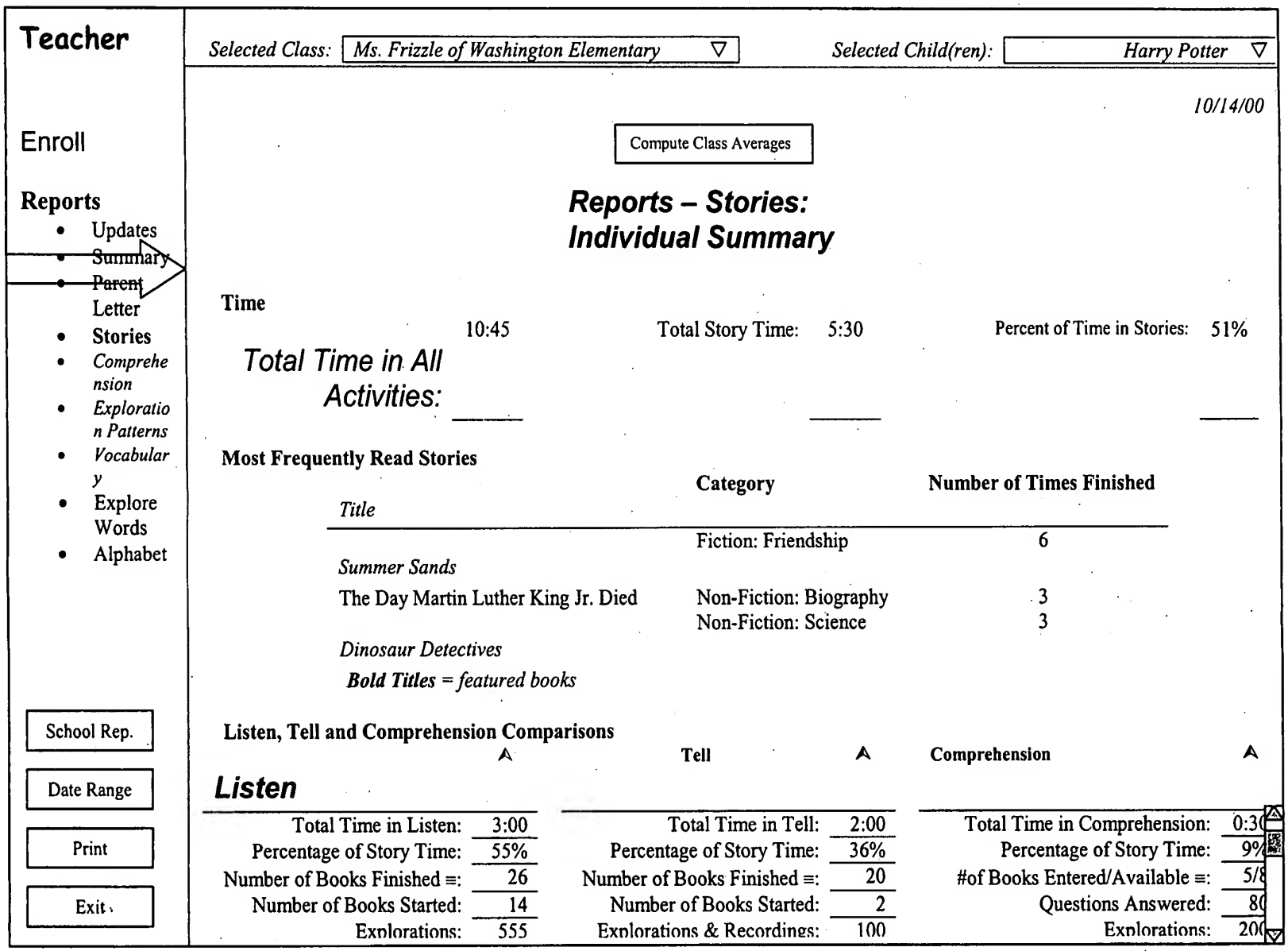

Teacher
Enroll
Reports
Updates
Summary
Parent Letter
Stories
Comprehension
Exploration Patterns
Vocabulary
Explore Words
Alphabet
School Rep.
Date Range
Print
Exit
Selected Class: Ms. Frizzle of Washington Elementary
Selected Child(ren): Harry Potter
10/14/00
Compute Class Averages
Reports – Stories: Individual Summary
Time
Total Time in All Activities: 10:45
Total Story Time: 5:30
Percent of Time in Stories: 51%
Most Frequently Read Stories
Title
Category
Number of Times Finished
Summer Sands
Fiction: Friendship 6
The Day Martin Luther King Jr. Died
Non-Fiction: Biography 3
Non-Fiction: Science 3
Dinosaur Detectives
Bold Titles = featured books
Listen, Tell and Comprehension Comparisons
Listen
Total Time in Listen: 3:00
Percentage of Story Time: 55%
Number of Books Finished ≡: 26
Number of Books Started: 14
Explorations: 555
Tell
Total Time in Tell: 2:00
Percentage of Story Time: 36%
Number of Books Finished ≡: 20
Number of Books Started: 2
Explorations & Recordings: 100
Comprehension
Total Time in Comprehension: 0:3
Percentage of Story Time: 9%
#of Books Entered/Available ≡: 5/8
Questions Answered: 80
Explorations: 200

Figure 6.11

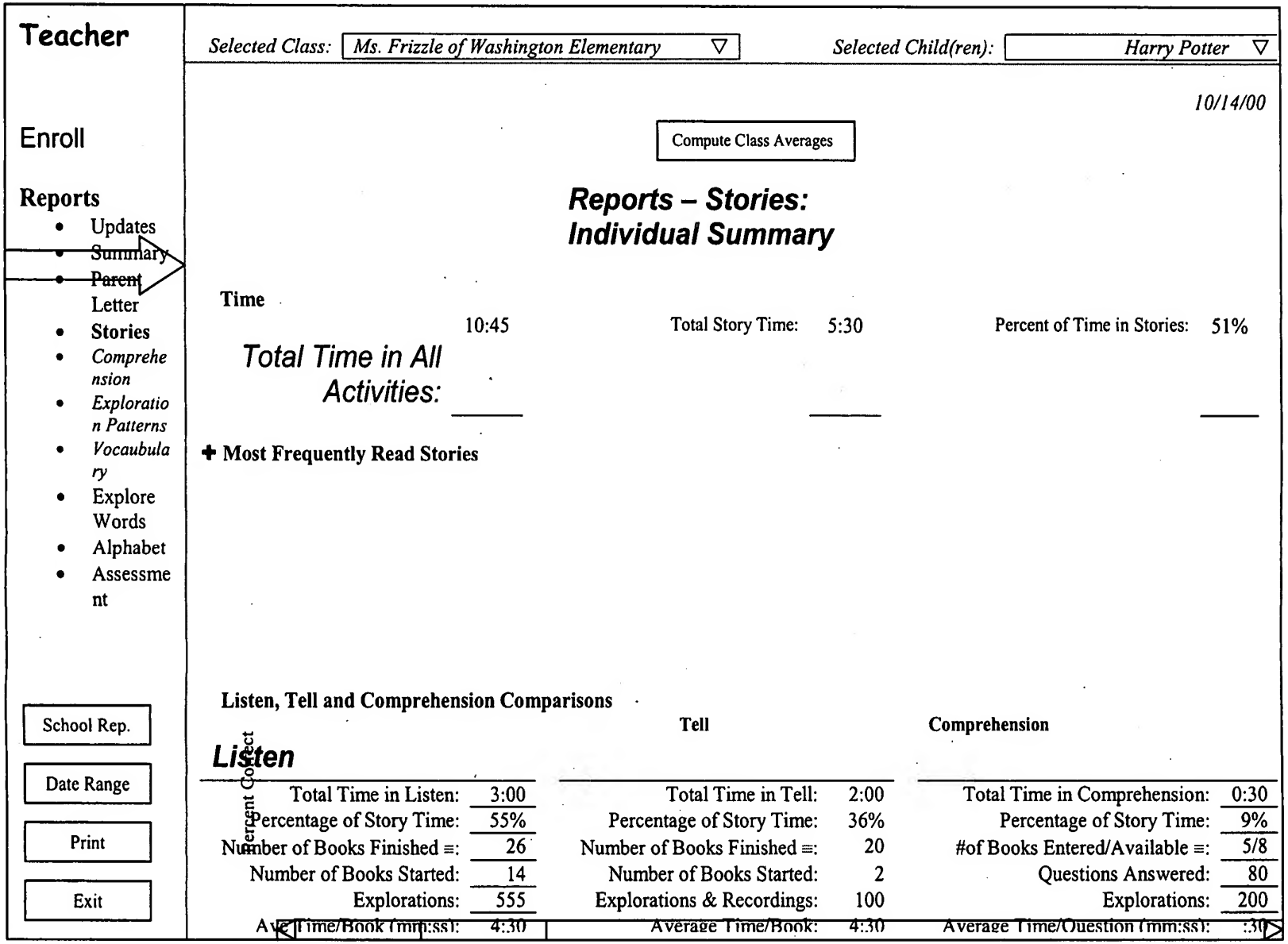
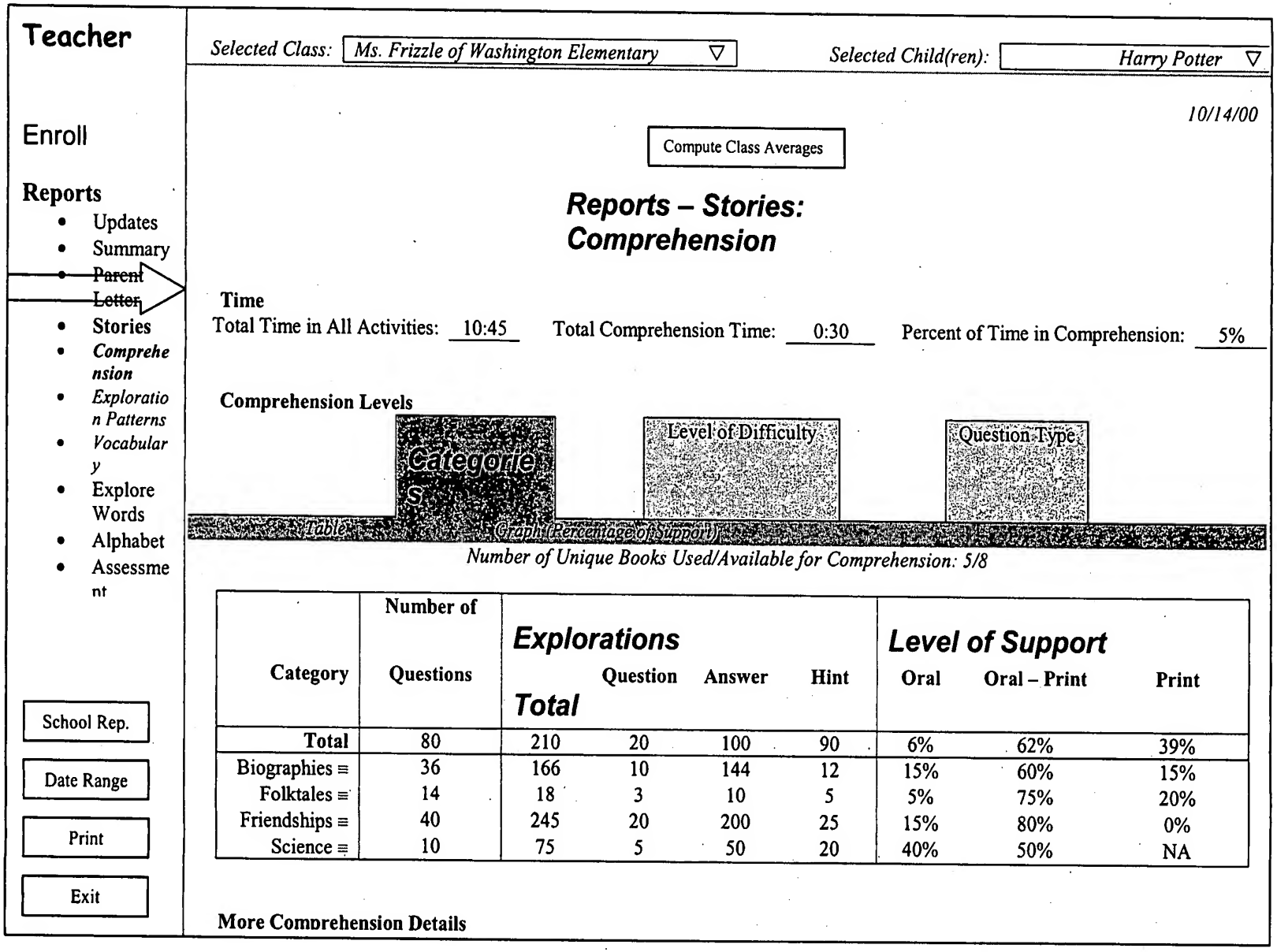

Teacher
Enroll
Reports
Updates
Summary
Parent Letter
Stories
Comprehension
Exploration Patterns
Vocaubulary
Explore Words
Alphabet
Assessment
School Rep.
Date Range
Print
Exit
Selected Class: Ms. Frizzle of Washington Elementary
Selected Child(ren): Harry Potter
10/14/00
Compute Class Averages
Reports – Stories:
Individual Summary
Time
Total Time in All Activities: 10:45
Total Story Time: 5:30
Percent of Time in Stories: 51%
Most Frequently Read Stories
Listen, Tell and Comprehension Comparisons
Listen
Tell
Comprehension
Percent Correct
Total Time in Listen: 3:00
Percentage of Story Time: 55%
Number of Books Finished ≡: 26
Number of Books Started: 14
Explorations: 555
Ave Time/Book (mm:ss): 4:30
Total Time in Tell: 2:00
Percentage of Story Time: 36%
Number of Books Finished ≡: 20
Number of Books Started: 2
Explorations & Recordings: 100
Average Time/Book: 4:30
Total Time in Comprehension: 0:30
Percentage of Story Time: 9%
#of Books Entered/Available ≡: 5/8
Questions Answered: 80
Explorations: 200
Average Time/Question (mm:ss): :30

Figure 6.12



Teacher

Enroll

Reports

- Updates
- Summary
- ~~Parent Letter~~
- Stories
- *Comprehension*
- *Exploration Patterns*
- *Vocabulary*
- Explore Words
- Alphabet
- Assessment

School Rep.

Date Range

Print

Exit

Selected Class: Ms. Frizzle of Washington Elementary ▽ *Selected Child(ren):* Harry Potter ▽

10/14/00

Compute Class Averages

Reports – Stories: Comprehension

Time

Total Time in All Activities: 10:45 Total Comprehension Time: 0:30 Percent of Time in Comprehension: 5%

Comprehension Levels

Categories | Level of Difficulty | Question Type

Table *Graph (Percentage of support)*

Number of Unique Books Used/Available for Comprehension: 5/8

Category	Number of Questions	Explorations Total	Question	Answer	Hint	Level of Support Oral	Oral – Print	Print
Total	80	210	20	100	90	6%	62%	39%
Biographies ≡	36	166	10	144	12	15%	60%	15%
Folktales ≡	14	18	3	10	5	5%	75%	20%
Friendships ≡	40	245	20	200	25	15%	80%	0%
Science ≡	10	75	5	50	20	40%	50%	NA

More Comprehension Details

20h0E0" 2E50600F

Figure 6.13

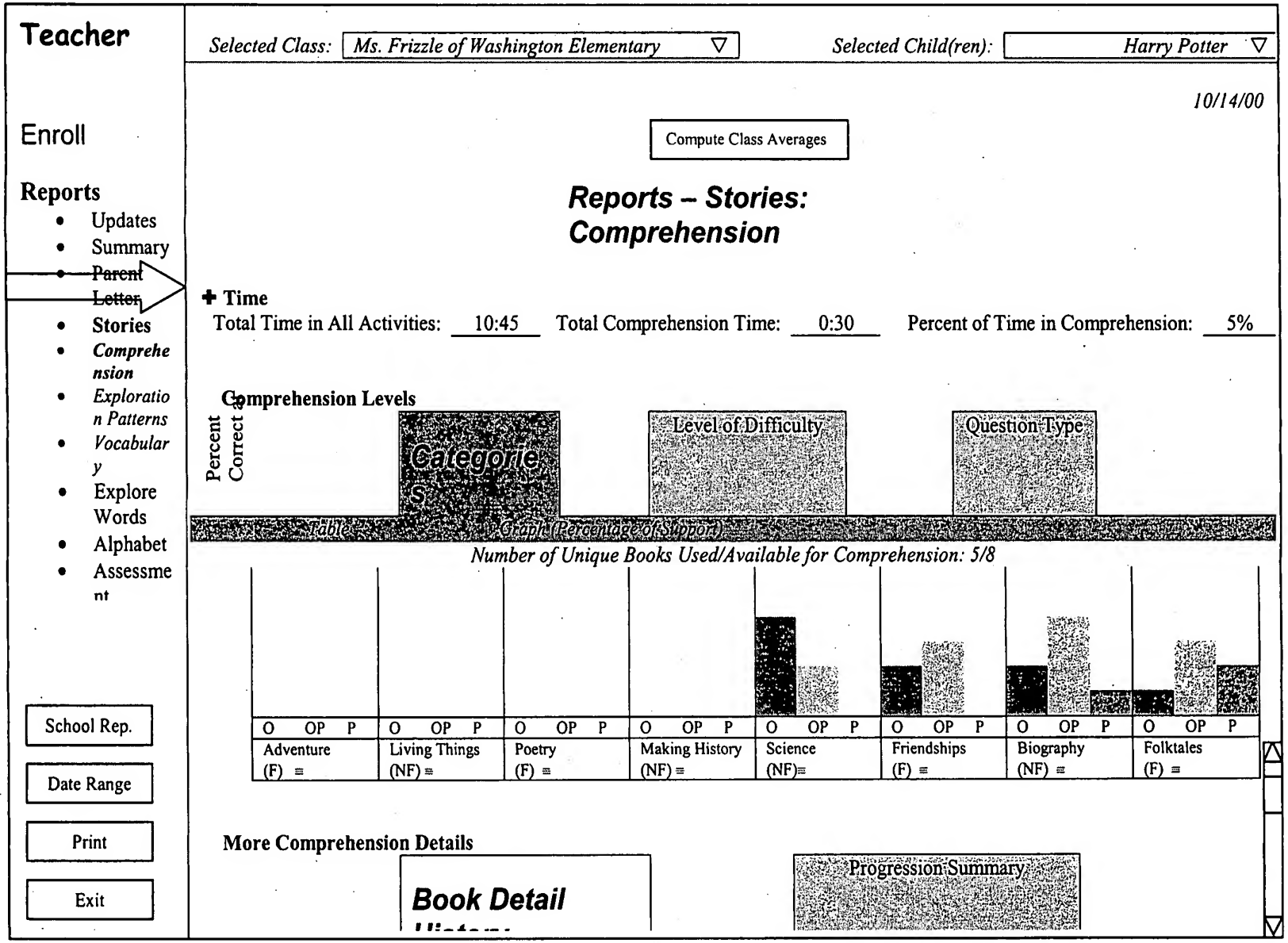
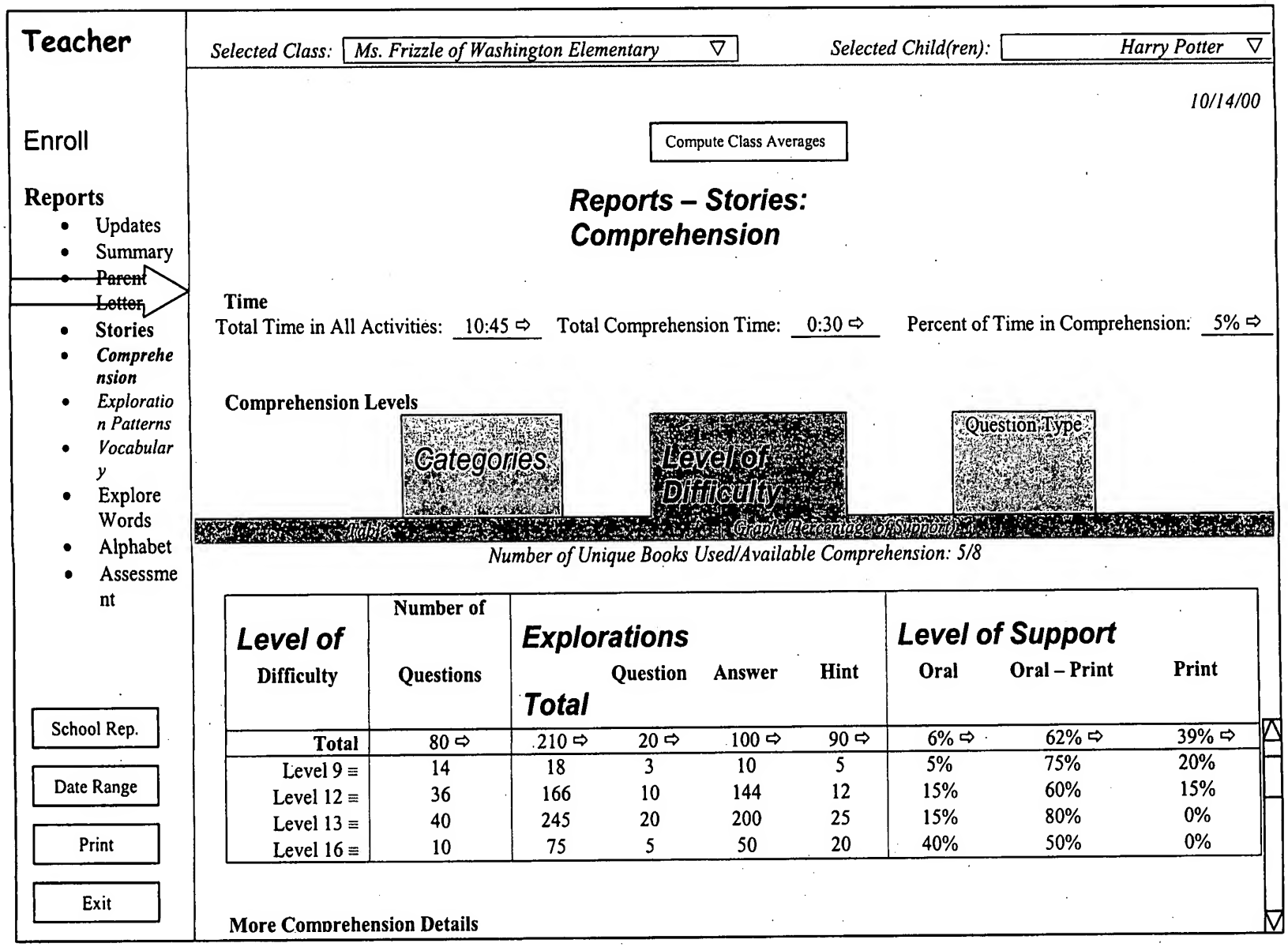


Figure 6.14



Level of Difficulty	Number of Questions	Explorations Total	Question	Answer	Hint	Level of Support Oral	Oral – Print	Print
Total	80 ⇨	210 ⇨	20 ⇨	100 ⇨	90 ⇨	6% ⇨	62% ⇨	39% ⇨
Level 9 ≡	14	18	3	10	5	5%	75%	20%
Level 12 ≡	36	166	10	144	12	15%	60%	15%
Level 13 ≡	40	245	20	200	25	15%	80%	0%
Level 16 ≡	10	75	5	50	20	40%	50%	0%

20th0E0' 2E50600T

Figure 6.15

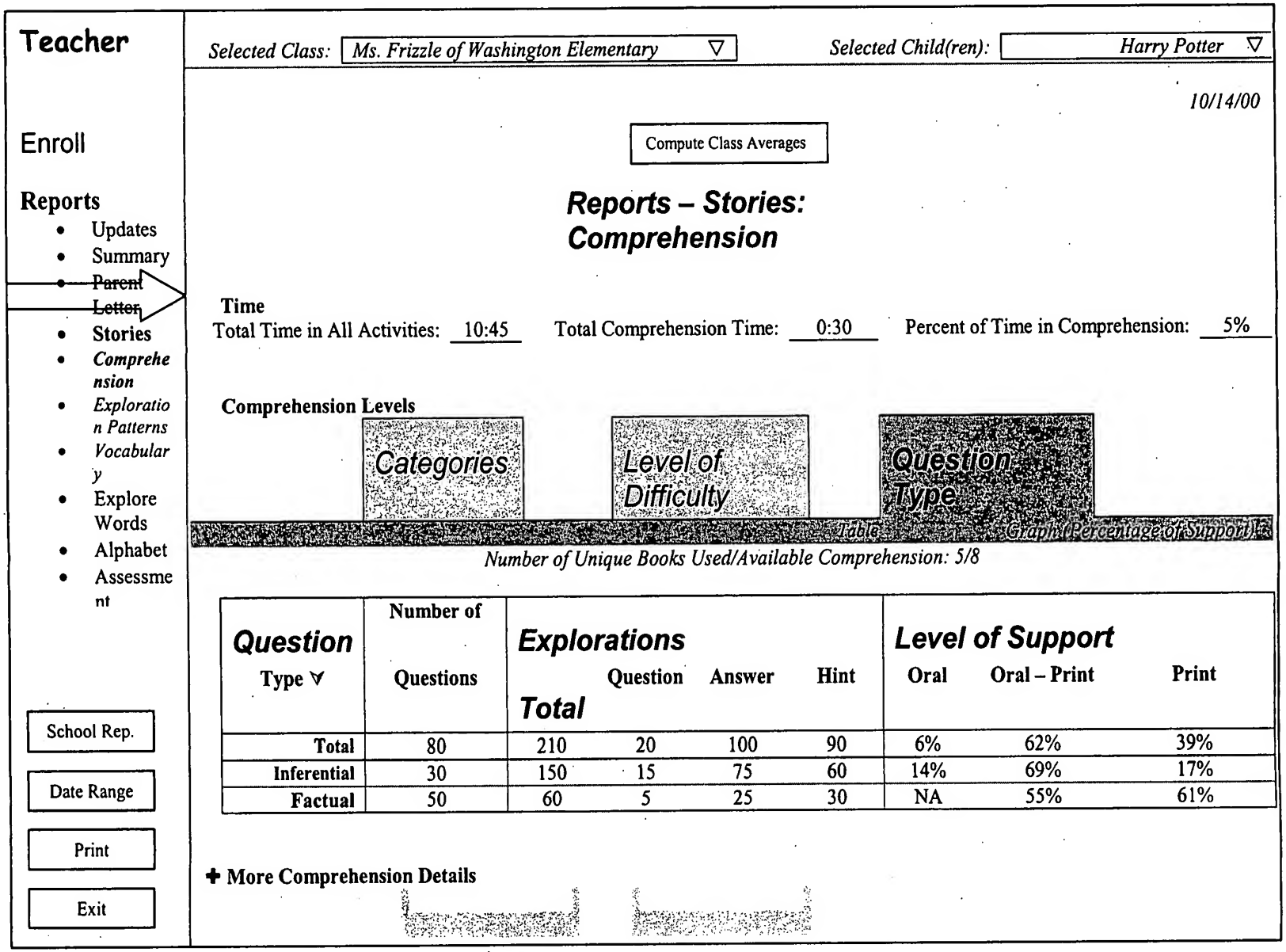
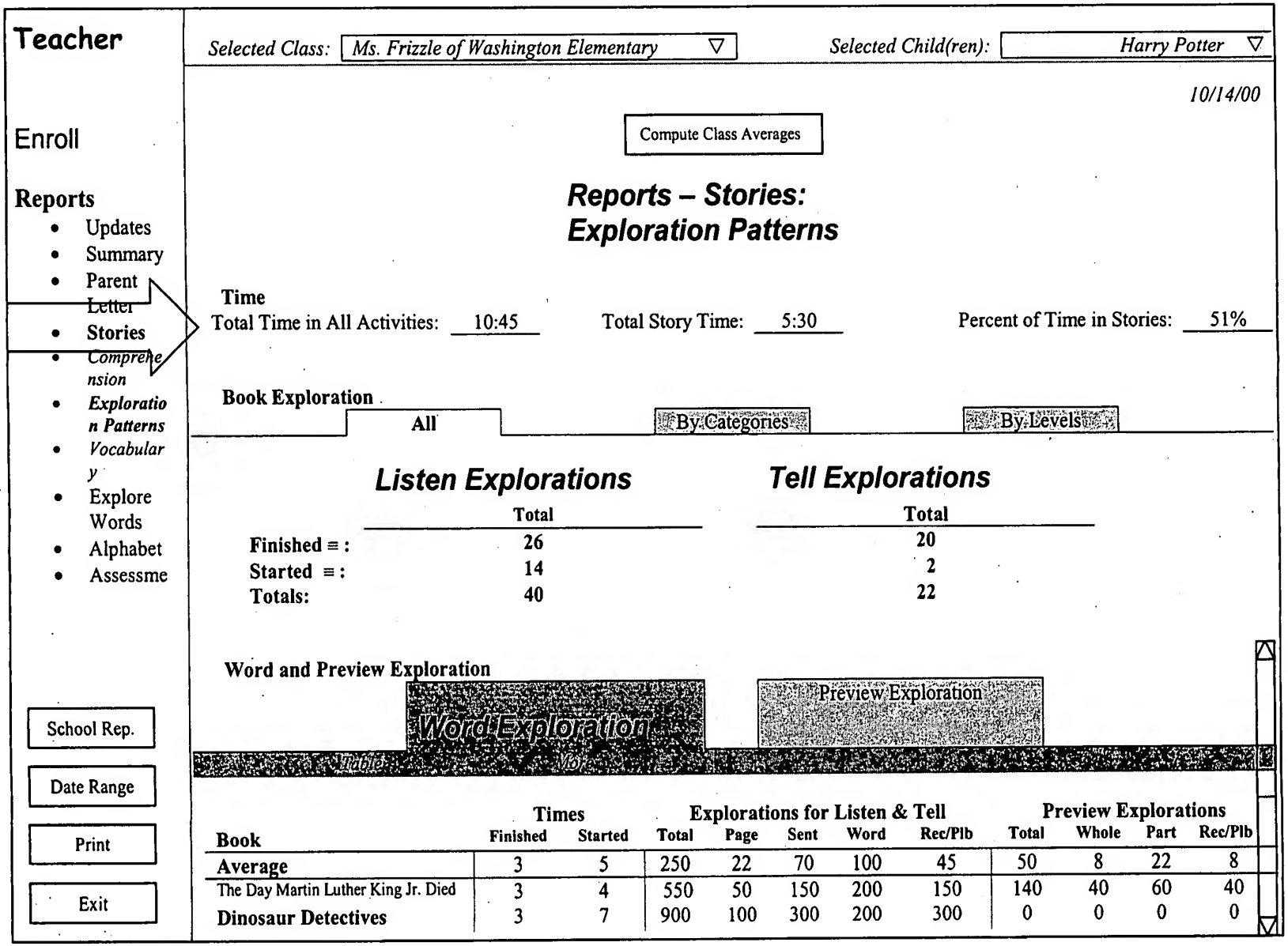
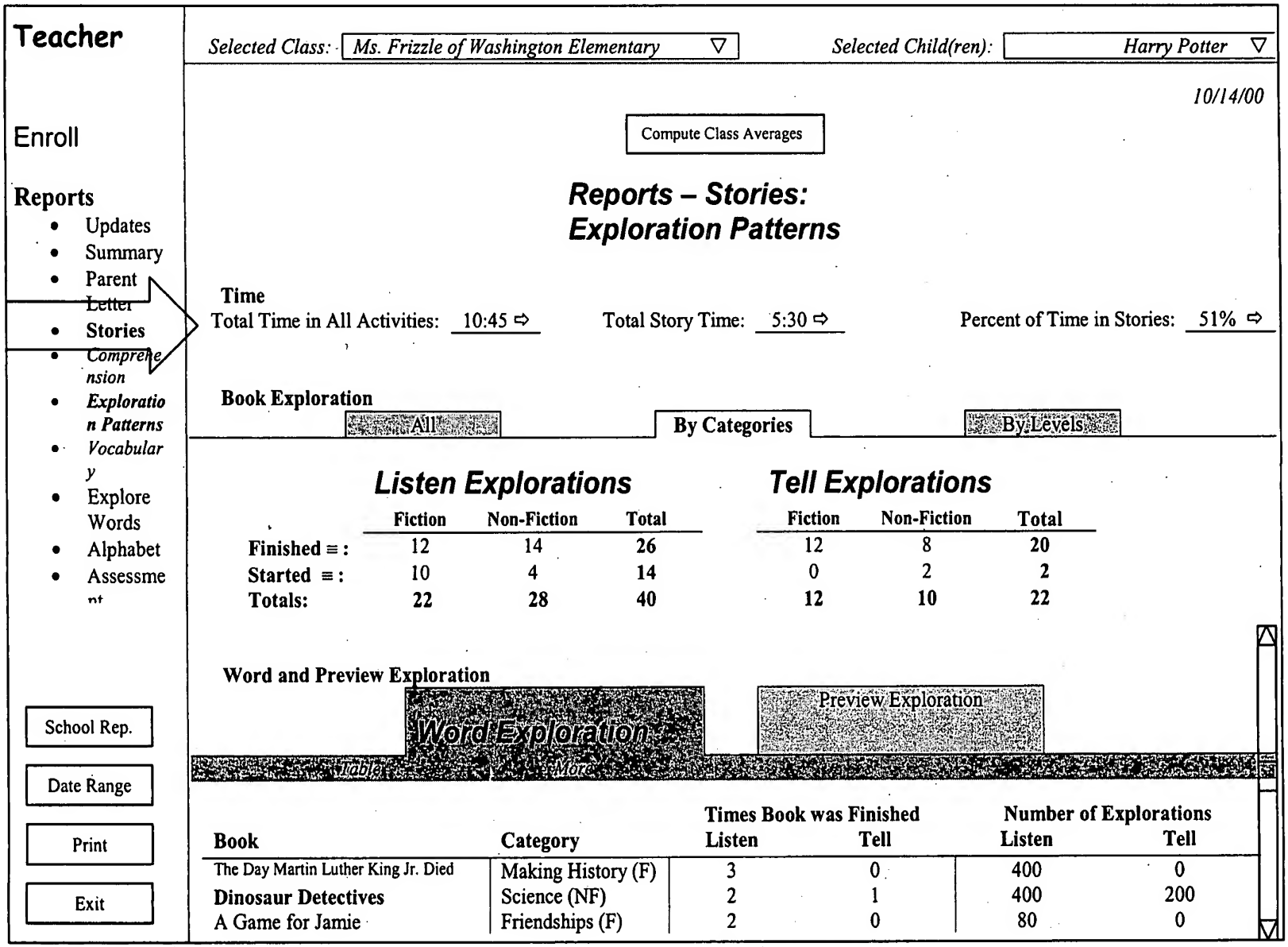


Figure 6.16



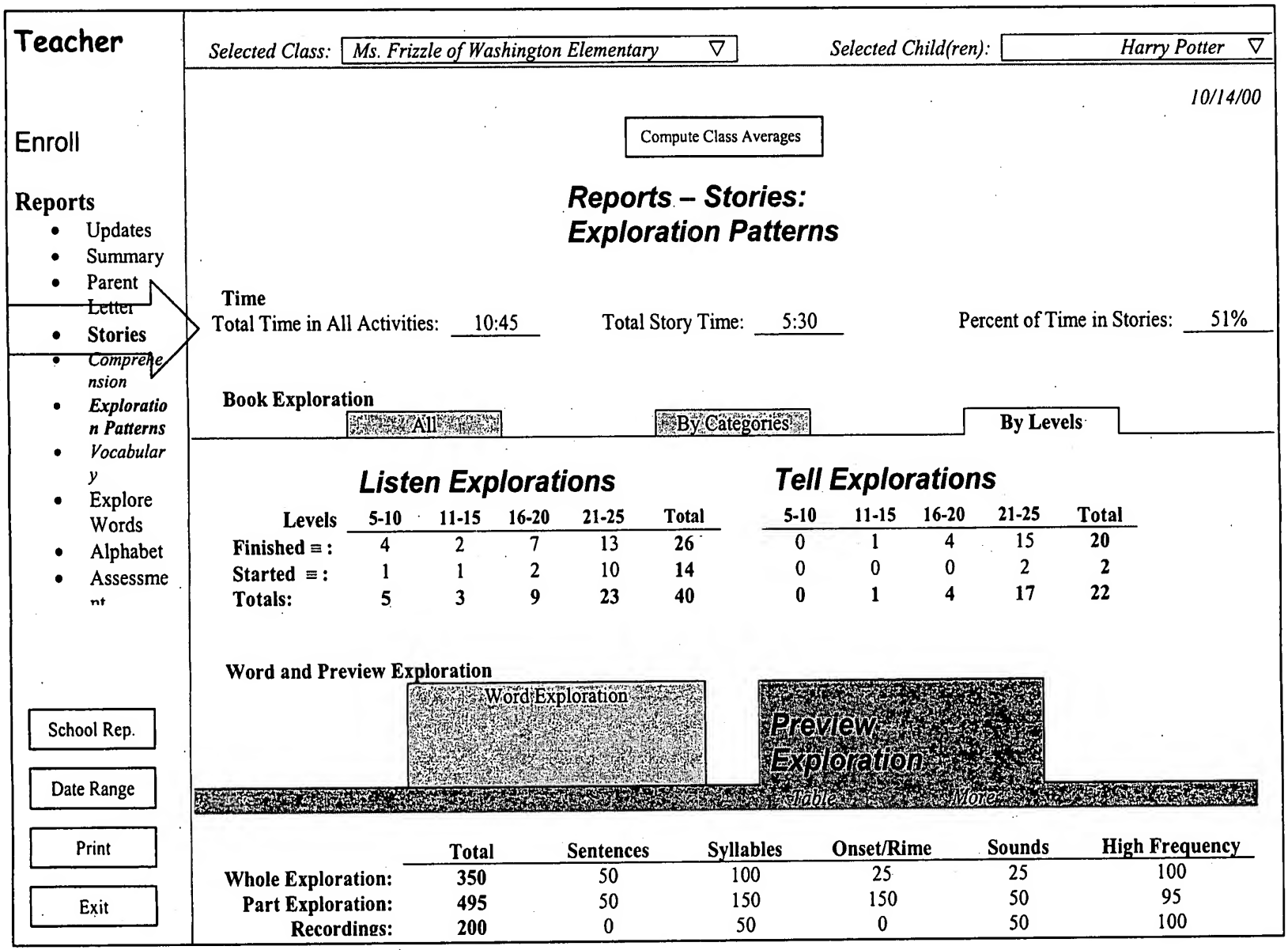
Book	Times Finished	Times Started	Explorations for Listen & Tell Total	Page	Sent	Word	Rec/Plb	Preview Explorations Total	Whole	Part	Rec/Plb
Average	3	5	250	22	70	100	45	50	8	22	8
The Day Martin Luther King Jr. Died	3	4	550	50	150	200	150	140	40	60	40
Dinosaur Detectives	3	7	900	100	300	200	300	0	0	0	0

Figure 6.17


Teacher
Enroll
Reports
Updates
Summary
Parent Letter
Stories
Comprehension
Exploration Patterns
Vocabulary
Explore Words
Alphabet
Assessment
School Rep.
Date Range
Print
Exit
Selected Class: Ms. Frizzle of Washington Elementary
Selected Child(ren): Harry Potter
10/14/00
Compute Class Averages
Reports – Stories:
Exploration Patterns
Time
Total Time in All Activities: 10:45
Total Story Time: 5:30
Percent of Time in Stories: 51%
Book Exploration
All
By Categories
By Levels
Listen Explorations
Tell Explorations
Fiction Non-Fiction Total
Finished ≡ : 12 14 26
Started ≡ : 10 4 14
Totals: 22 28 40
Fiction Non-Fiction Total
12 8 20
0 2 2
12 10 22
Word and Preview Exploration
Word Exploration
Preview Exploration
Table
More
Book
Category
Times Book was Finished
Listen
Tell
Number of Explorations
Listen
Tell
The Day Martin Luther King Jr. Died
Making History (F)
3 0 400 0
Dinosaur Detectives
Science (NF)
2 1 400 200
A Game for Jamie
Friendships (F)
2 0 80 0

20th020 2E50600T

Figure 6.18



20th0E0" 2E506001

Figure 6.19

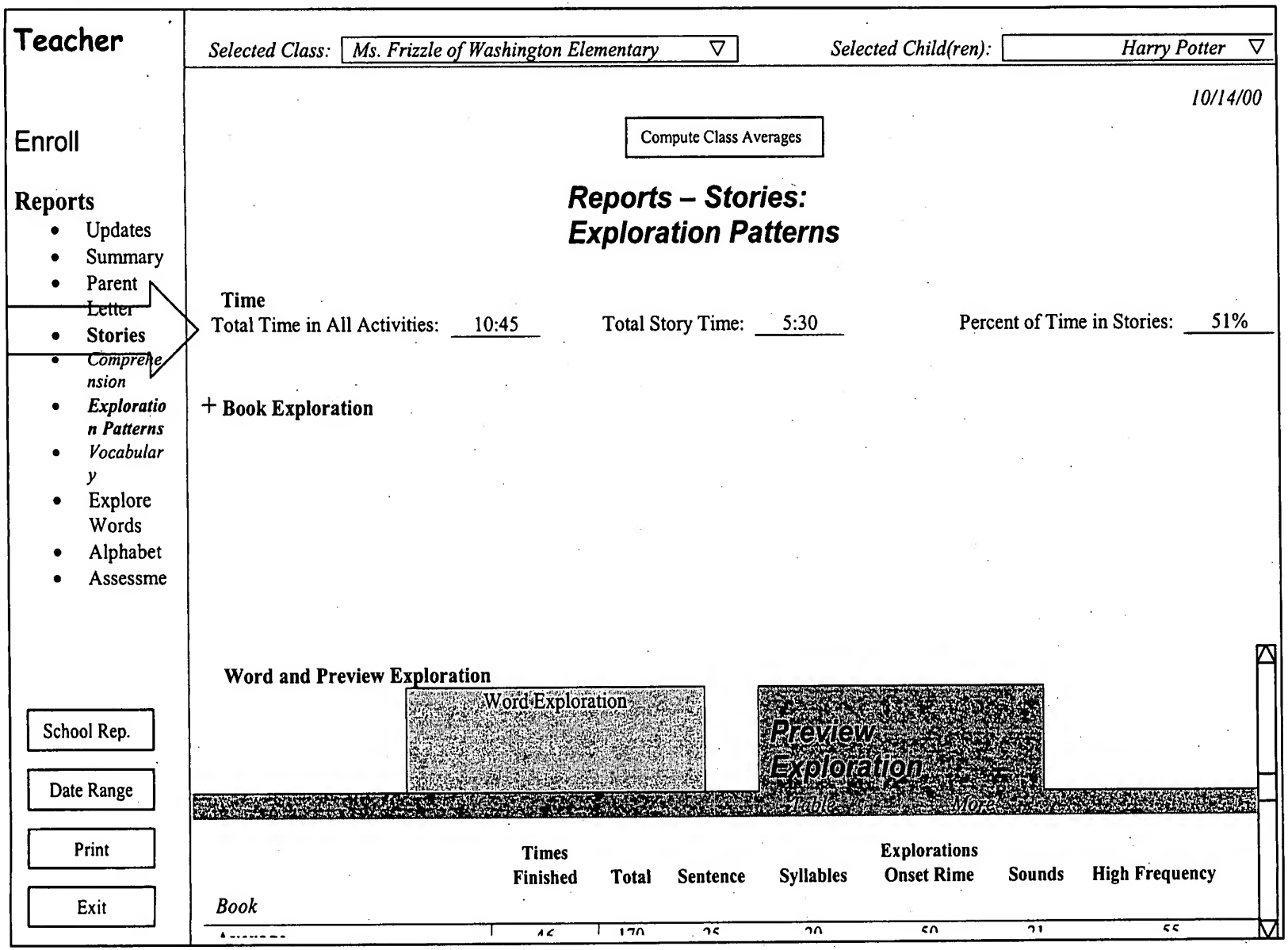


Figure 6.20

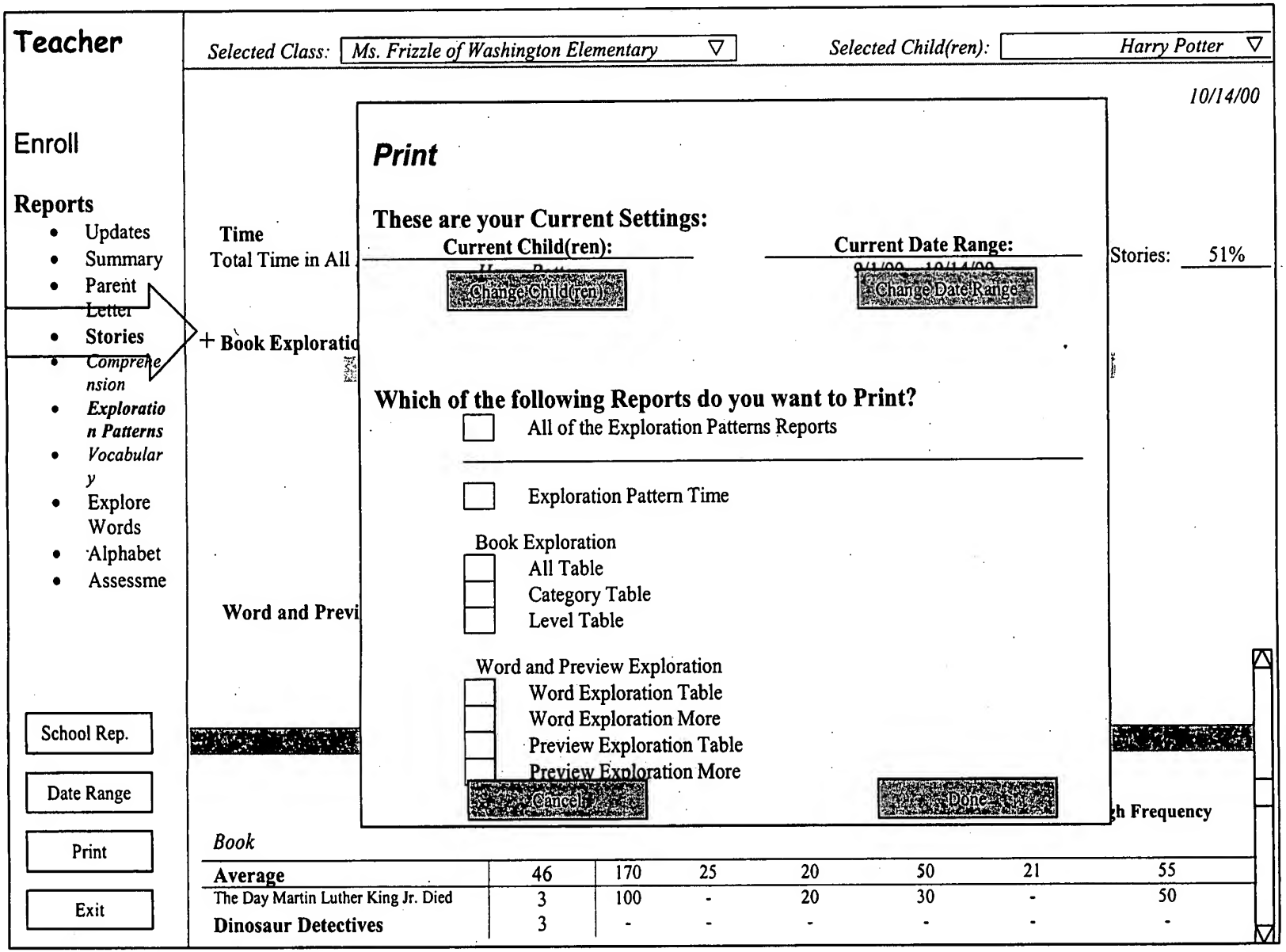

Teacher
Enroll
Reports
Updates
Summary
Parent Letter
Stories
Comprehension
Exploration Patterns
Vocabulary
Explore Words
Alphabet
Assessme
School Rep.
Date Range
Print
Exit
Selected Class: Ms. Frizzle of Washington Elementary
Selected Child(ren): Harry Potter
10/14/00
Time
Total Time in All
Stories: 51%
+ Book Exploratio
Word and Previ
Print
These are your Current Settings:
Current Child(ren):
Change Child(ren)
Current Date Range:
Change Date Range
Which of the following Reports do you want to Print?
All of the Exploration Patterns Reports
Exploration Pattern Time
Book Exploration
All Table
Category Table
Level Table
Word and Preview Exploration
Word Exploration Table
Word Exploration More
Preview Exploration Table
Preview Exploration More
Cancel
Done
Book
Average 46 170 25 20 50 21 55
The Day Martin Luther King Jr. Died 3 100 - 20 30 - 50
Dinosaur Detectives 3 - - - - - -

Figure 7.1

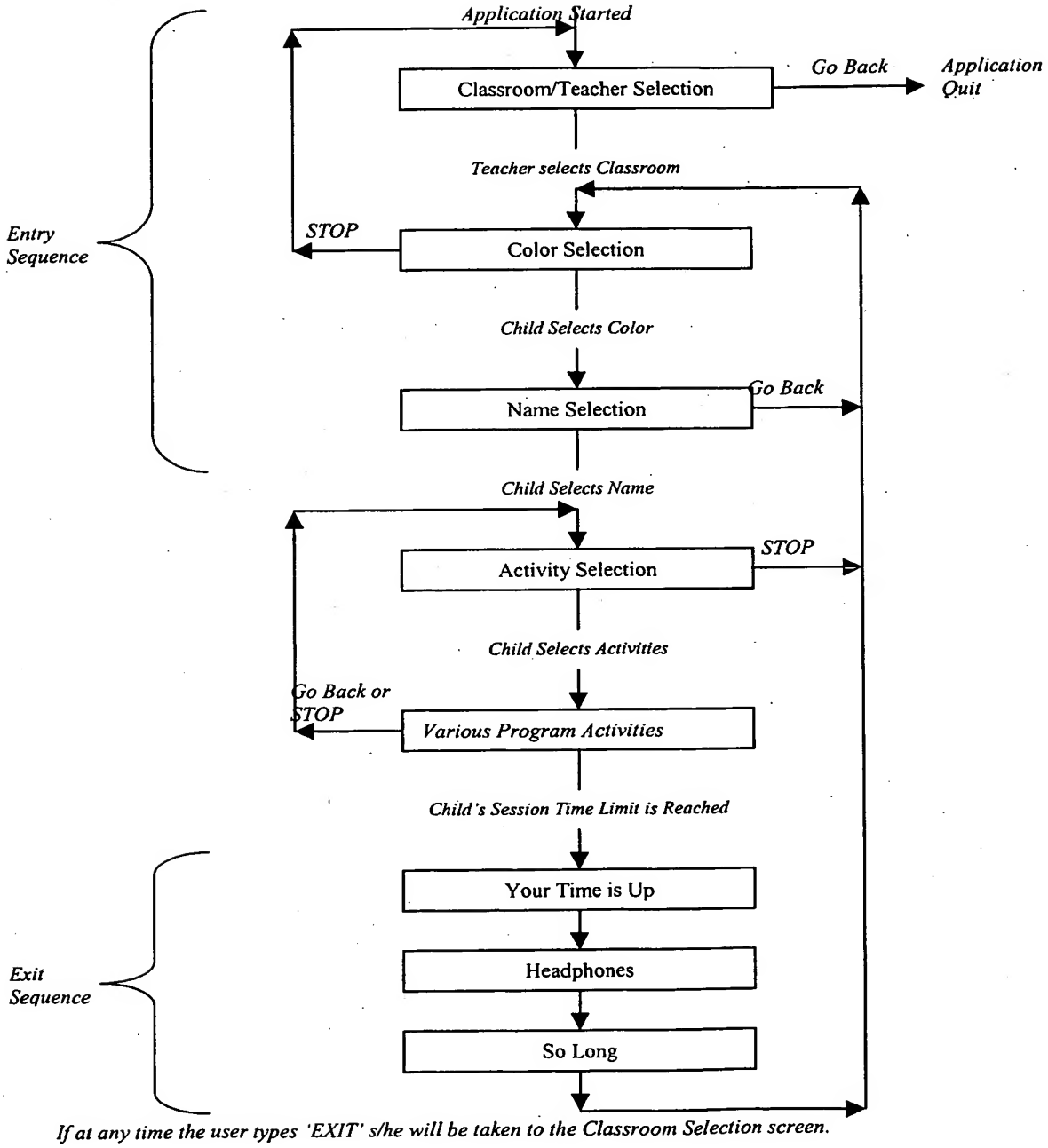

Application Started
Classroom/Teacher Selection
Go Back
Application Quit
Teacher selects Classroom
Entry Sequence
STOP
Color Selection
Child Selects Color
Name Selection
Go Back
Child Selects Name
Activity Selection
STOP
Child Selects Activities
Go Back or STOP
Various Program Activities
Child's Session Time Limit is Reached
Your Time is Up
Exit Sequence
Headphones
So Long
If at any time the user types 'EXIT' s/he will be taken to the Classroom Selection screen.

Figure 7.2

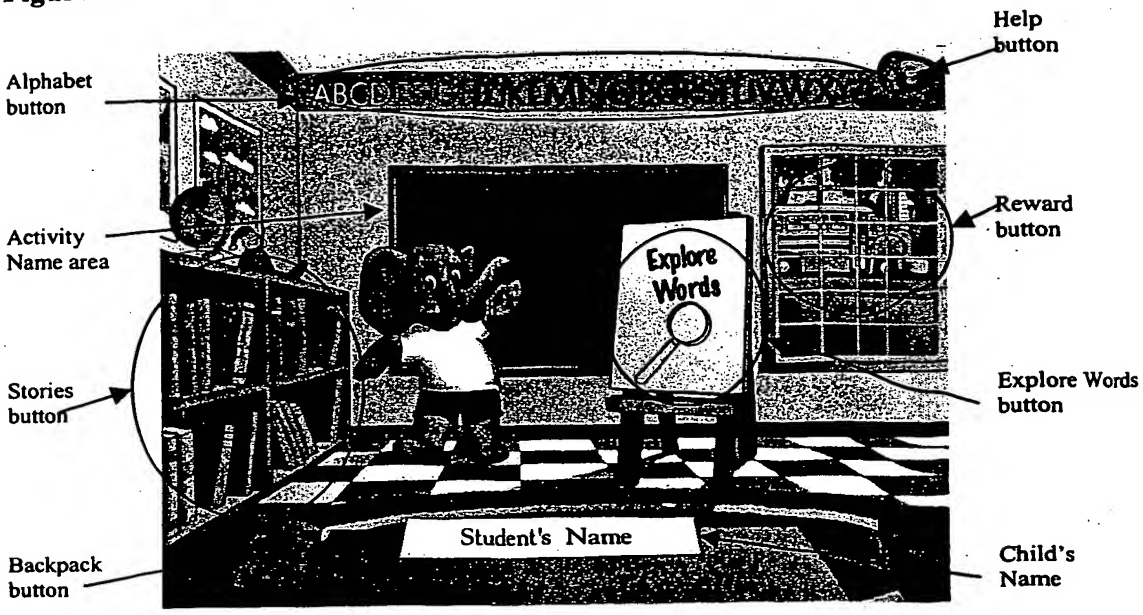

Help button
Alphabet button
Activity Name area
Reward button
Explore Words
Stories button
Explore Words button
Student's Name
Backpack button
Child's Name

Figure 8.1.1

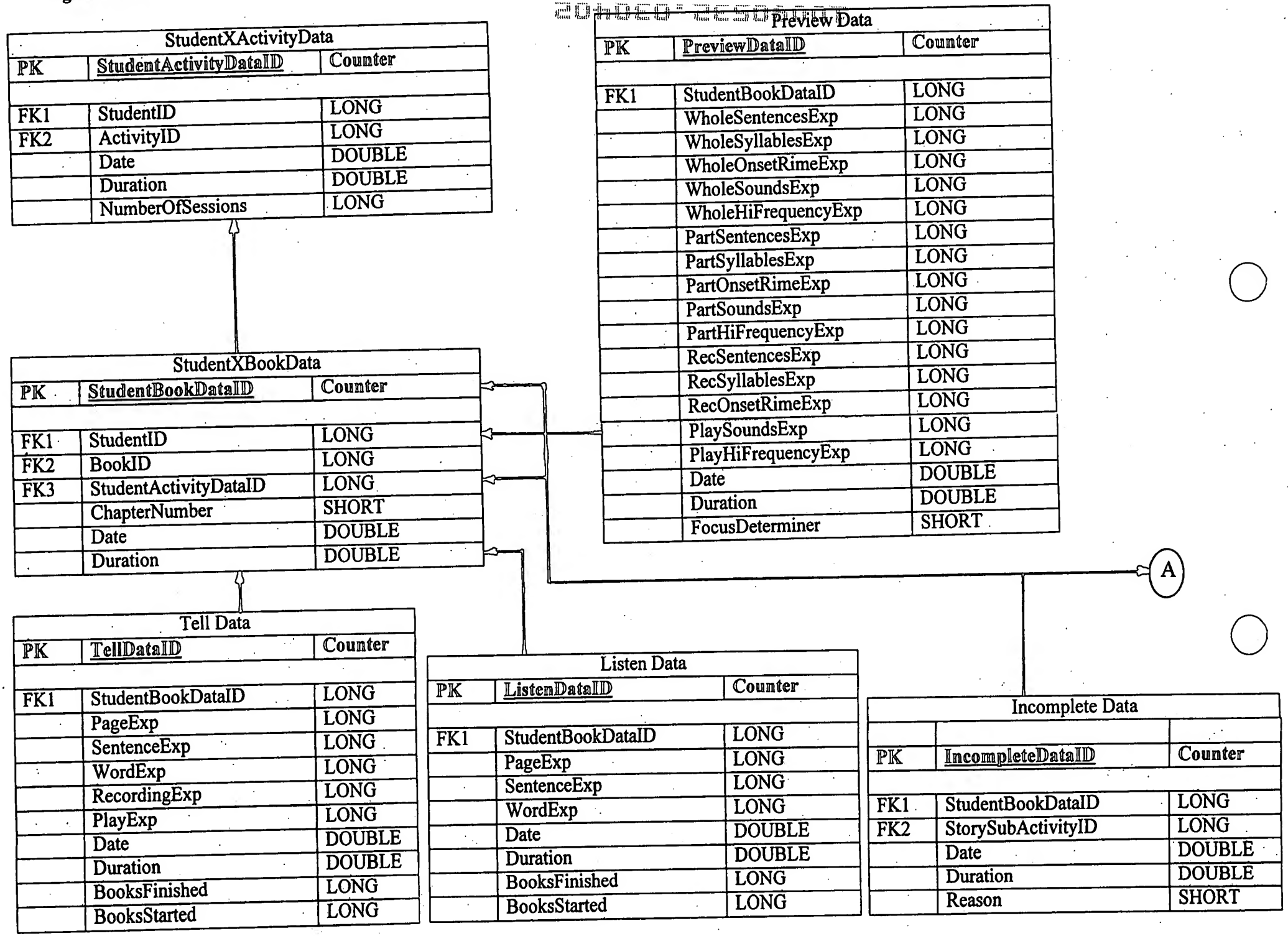

StudentXActivityData
PK StudentActivityDataID Counter
FK1 StudentID LONG
FK2 ActivityID LONG
Date DOUBLE
Duration DOUBLE
NumberOfSessions LONG
Preview Data
PK PreviewDataID Counter
FK1 StudentBookDataID LONG
WholeSentencesExp LONG
WholeSyllablesExp LONG
WholeOnsetRimeExp LONG
WholeSoundsExp LONG
WholeHiFrequencyExp LONG
PartSentencesExp LONG
PartSyllablesExp LONG
PartOnsetRimeExp LONG
PartSoundsExp LONG
PartHiFrequencyExp LONG
RecSentencesExp LONG
RecSyllablesExp LONG
RecOnsetRimeExp LONG
PlaySoundsExp LONG
PlayHiFrequencyExp LONG
Date DOUBLE
Duration DOUBLE
FocusDeterminer SHORT
StudentXBookData
PK StudentBookDataID Counter
FK1 StudentID LONG
FK2 BookID LONG
FK3 StudentActivityDataID LONG
ChapterNumber SHORT
Date DOUBLE
Duration DOUBLE
A
Tell Data
PK TellDataID Counter
FK1 StudentBookDataID LONG
PageExp LONG
SentenceExp LONG
WordExp LONG
RecordingExp LONG
PlayExp LONG
Date DOUBLE
Duration DOUBLE
BooksFinished LONG
BooksStarted LONG
Listen Data
PK ListenDataID Counter
FK1 StudentBookDataID LONG
PageExp LONG
SentenceExp LONG
WordExp LONG
Date DOUBLE
Duration DOUBLE
BooksFinished LONG
BooksStarted LONG
Incomplete Data
PK IncompleteDataID Counter
FK1 StudentBookDataID LONG
FK2 StorySubActivityID LONG
Date DOUBLE
Duration DOUBLE
Reason SHORT

Figure 8.1.2

Comprehension Data		
PK	**ComprehensionDataID**	**Counter**
FK1	StudentBookDataID	LONG
	Cycle	LONG
	BeginAVL	SHORT
	EndAVL	SHORT
	QuestionExp	LONG
	AnswerExp	LONG
	HintExp	LONG
	Date	DOUBLE
	Duration	DOUBLE
	Response Time	DOUBLE
	IsCorrect	BIT
	InCompletedTask	BIT
	QuestionNumber	SHORT
	QuestionType	SHORT

A

StudentStateData		
PK FK1	**StudentID**	**LONG**
PK FK2	**BookID**	**LONG**
PK	**ChapterNumber**	**SHORT**
	BeginAVL	SHORT
	TaskAVL	SHORT
	ListenBookmark	SHORT
	TellBookmark	SHORT
		SHORT
		SHORT
	TrialCounter	SHORT
	LastTrial	SHORT
	TrialAVL1	SHORT
	TrialAVL2	SHORT
	TrialAVL3	SHORT
	TrialAVL4	SHORT
	IsBookStartedListen	BIT
	IsBookStartedTell	BIT
	Cycle	LONG
	TimesCompleted	LONG

Figure 8.2.1

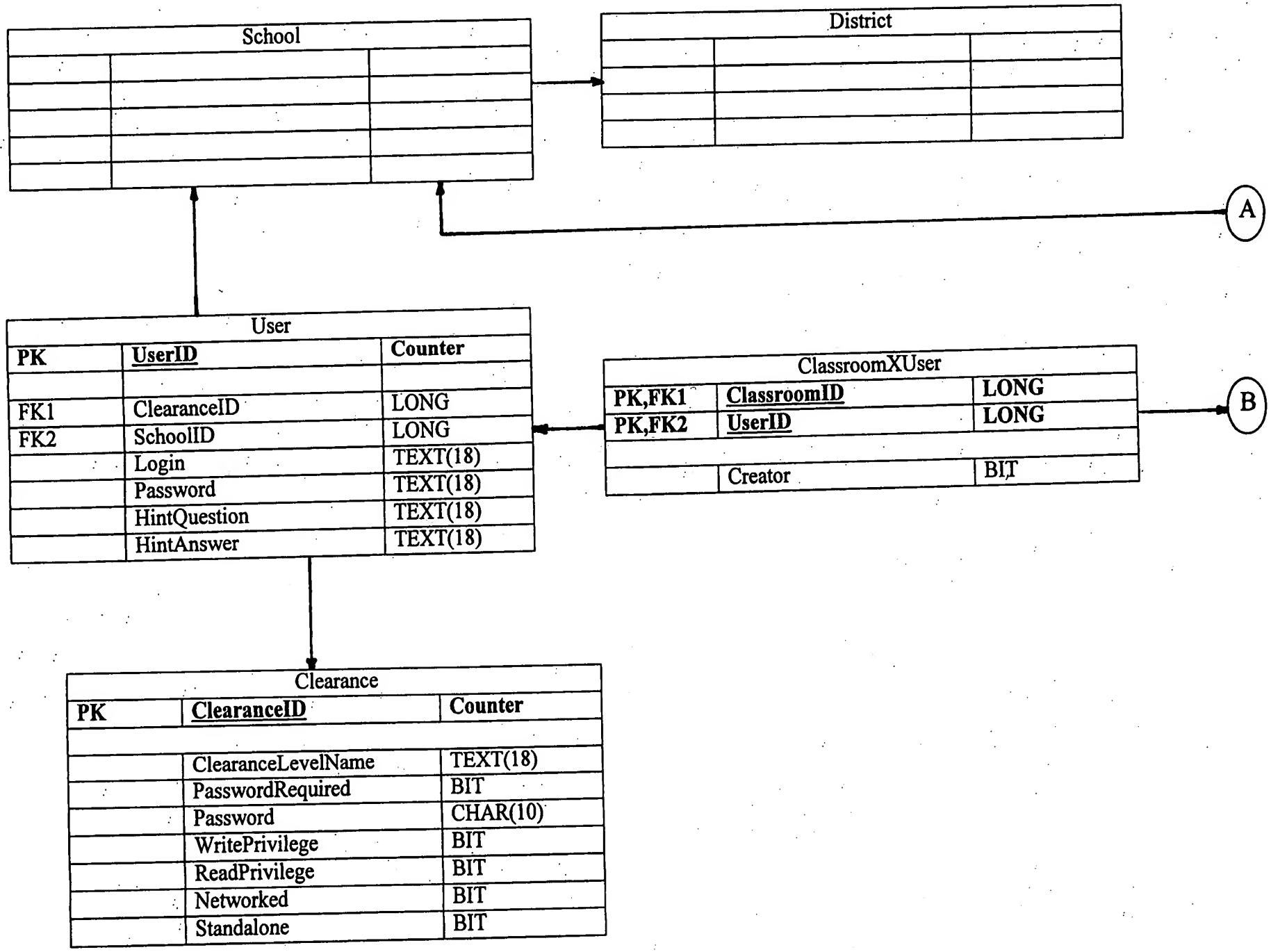

School
District
A
User
PK
UserID
Counter
FK1
ClearanceID
LONG
FK2
SchoolID
LONG
Login
TEXT(18)
Password
TEXT(18)
HintQuestion
TEXT(18)
HintAnswer
TEXT(18)
ClassroomXUser
PK,FK1
ClassroomID
LONG
PK,FK2
UserID
LONG
Creator
BIT
B
Clearance
PK
ClearanceID
Counter
ClearanceLevelName
TEXT(18)
PasswordRequired
BIT
Password
CHAR(10)
WritePrivilege
BIT
ReadPrivilege
BIT
Networked
BIT
Standalone
BIT

Figure 8.2.2

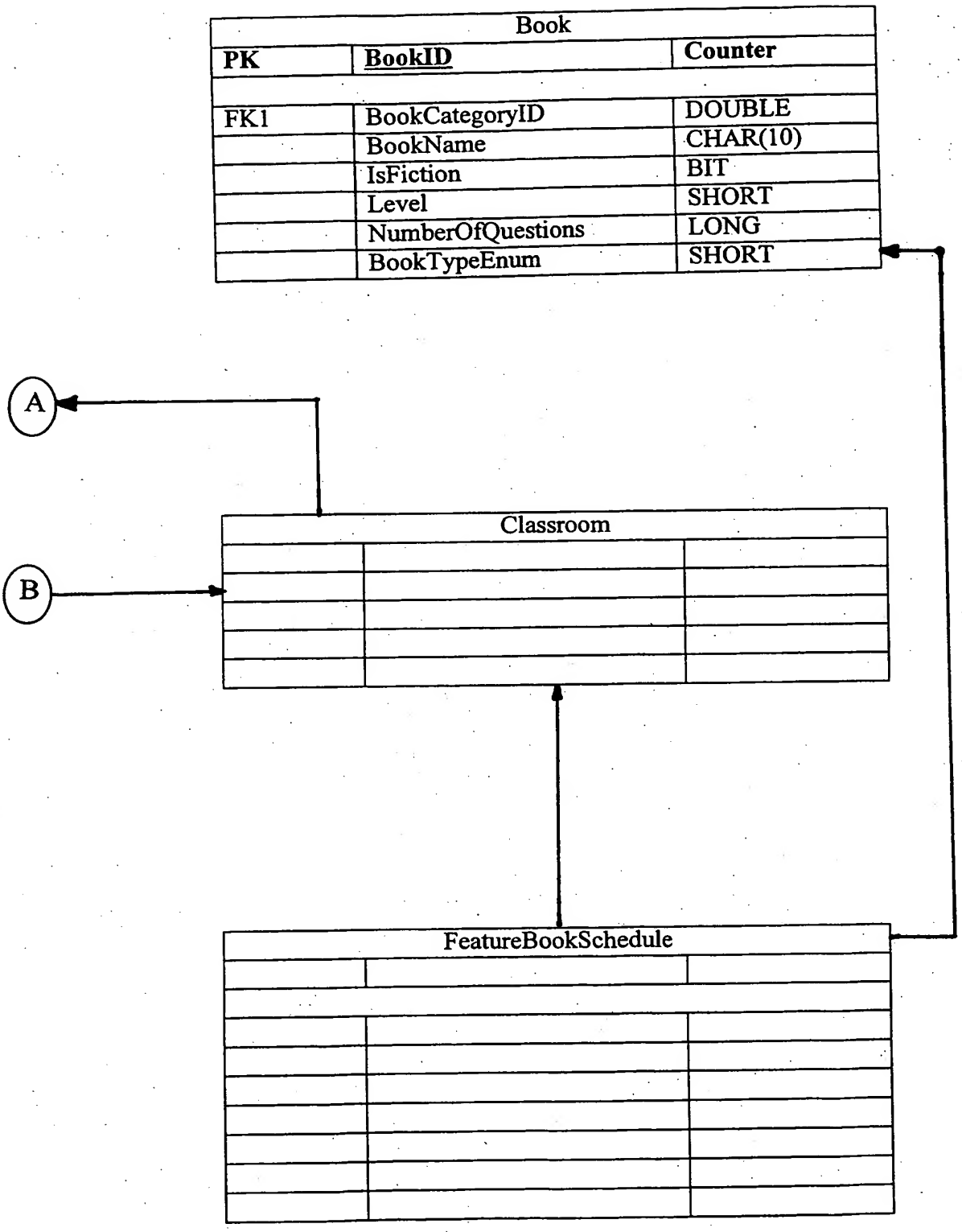
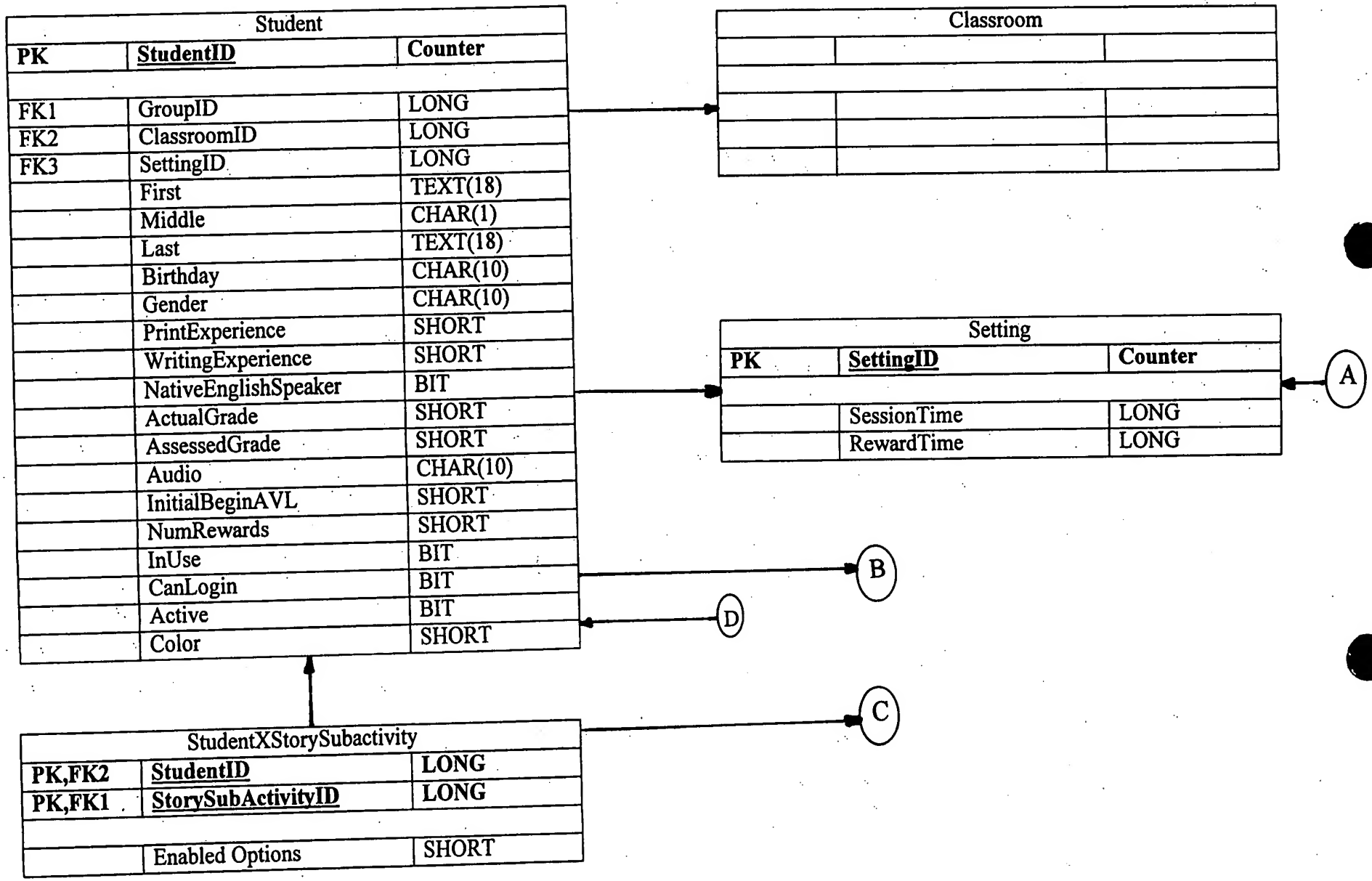

Book
PK
BookID
Counter
FK1
BookCategoryID
DOUBLE
BookName
CHAR(10)
IsFiction
BIT
Level
SHORT
NumberOfQuestions
LONG
BookTypeEnum
SHORT
A
B
Classroom
FeatureBookSchedule

Figure 8.3.1


Student
PK
StudentID
Counter
FK1
GroupID
LONG
FK2
ClassroomID
LONG
FK3
SettingID
LONG
First
TEXT(18)
Middle
CHAR(1)
Last
TEXT(18)
Birthday
CHAR(10)
Gender
CHAR(10)
PrintExperience
SHORT
WritingExperience
SHORT
NativeEnglishSpeaker
BIT
ActualGrade
SHORT
AssessedGrade
SHORT
Audio
CHAR(10)
InitialBeginAVL
SHORT
NumRewards
SHORT
InUse
BIT
CanLogin
BIT
Active
BIT
Color
SHORT
Classroom
Setting
PK
SettingID
Counter
SessionTime
LONG
RewardTime
LONG
A
B
C
D
StudentXStorySubactivity
PK,FK2
StudentID
LONG
PK,FK1
StorySubActivityID
LONG
Enabled Options
SHORT

20th DEC 2E S0660T

Figure 8.3.2

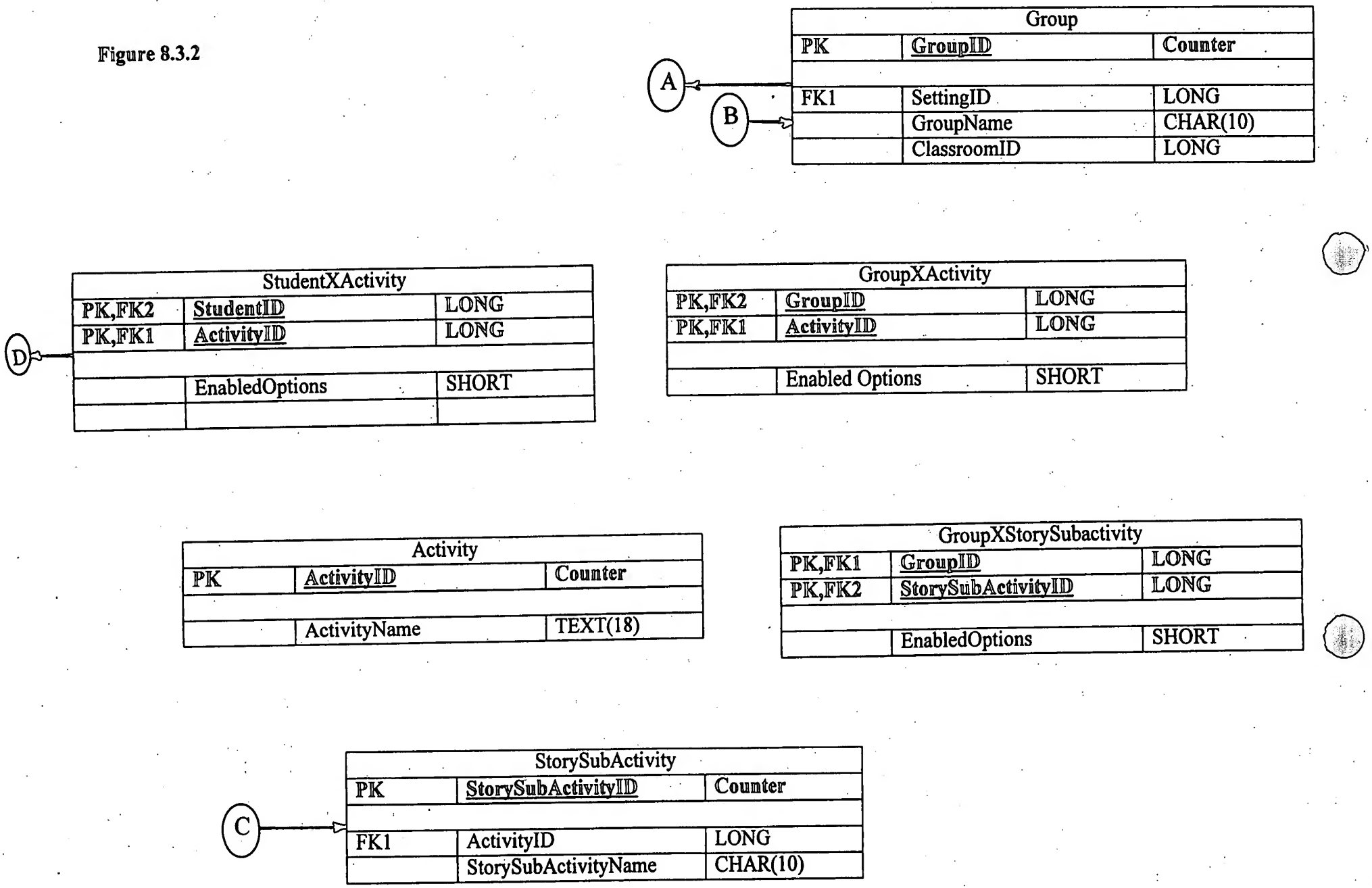


Figure 8.4.1

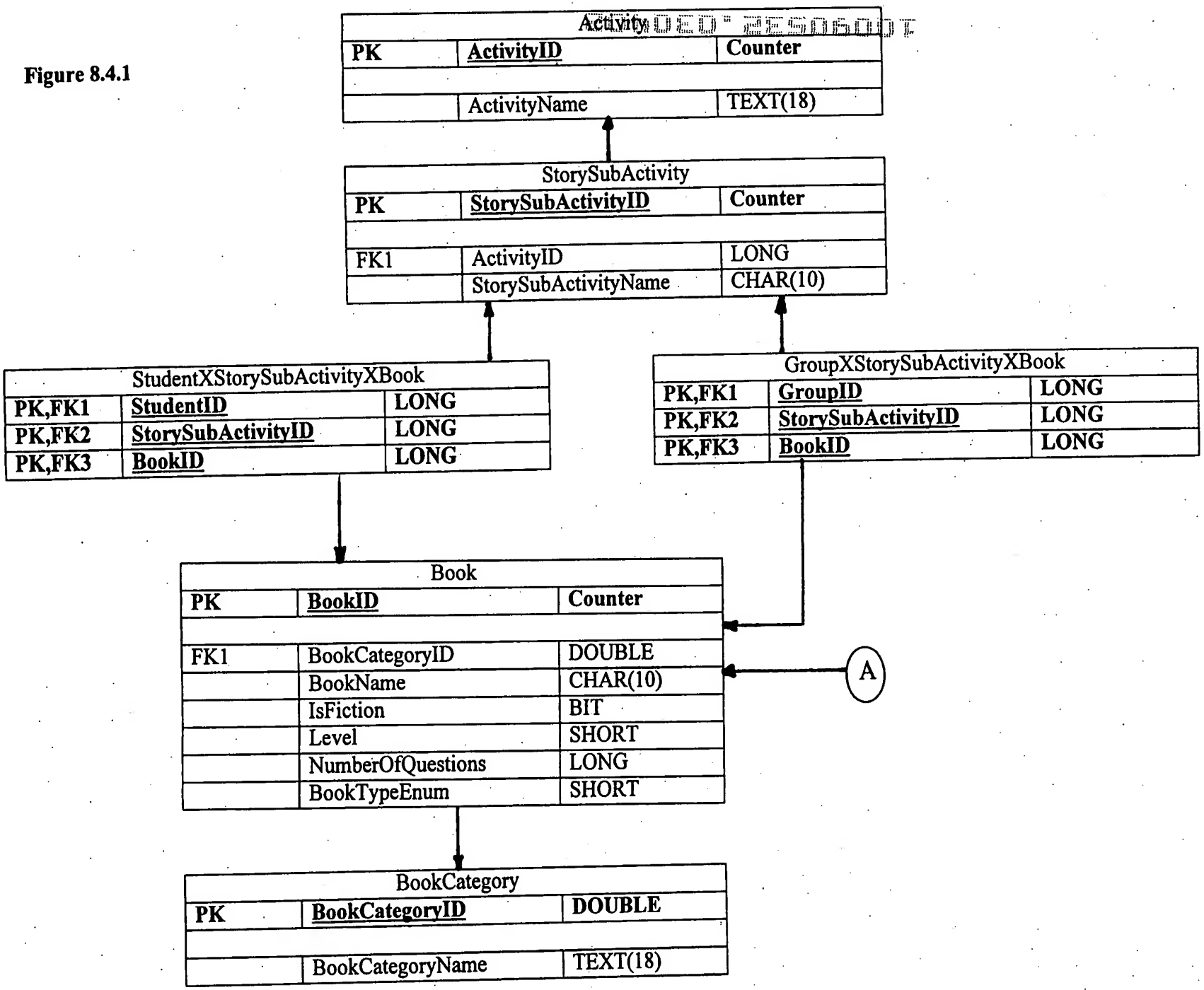
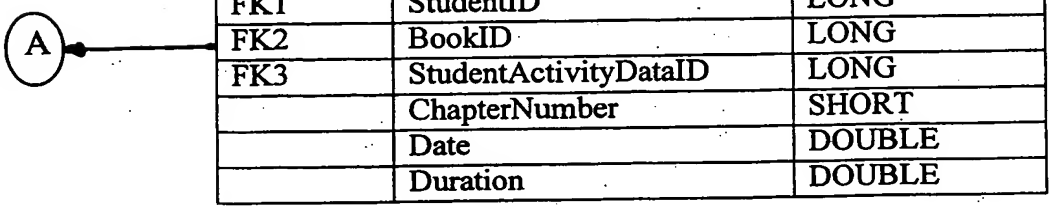

Activity
PK
ActivityID
Counter
ActivityName
TEXT(18)
StorySubActivity
PK
StorySubActivityID
Counter
FK1
ActivityID
LONG
StorySubActivityName
CHAR(10)
StudentXStorySubActivityXBook
PK,FK1
StudentID
LONG
PK,FK2
StorySubActivityID
LONG
PK,FK3
BookID
LONG
GroupXStorySubActivityXBook
PK,FK1
GroupID
LONG
PK,FK2
StorySubActivityID
LONG
PK,FK3
BookID
LONG
Book
PK
BookID
Counter
FK1
BookCategoryID
DOUBLE
BookName
CHAR(10)
IsFiction
BIT
Level
SHORT
NumberOfQuestions
LONG
BookTypeEnum
SHORT
A
BookCategory
PK
BookCategoryID
DOUBLE
BookCategoryName
TEXT(18)

Figure 8.4.2

Comprehension Data		
PK	**ComprehensionData**	**Counter**
FK1	StudenBookDataID	LONG
	Cycle	LONG
	BeginAVL	SHORT
	EndAVL	SHORT
	QuestionExp	LONG
	AnswerExp	LONG
	HintExp	LONG
	Date	DOUBLE
	Duration	DOUBLE
	ResponseTime	DOUBLE
	IsCorrect	BIT
	InCompletedTask	BIT
	QuestionNumber	SHORT
	QuestionType	SHORT



StudentXBookData		
PK	**StudentBookDataID**	**Counter**
FK1	StudentID	LONG
FK2	BookID	LONG
FK3	StudentActivityDataID	LONG
	ChapterNumber	SHORT
	Date	DOUBLE
	Duration	DOUBLE

This Page is Inserted by IFW Indexing and Scanning Operations and is not part of the Official Record

BEST AVAILABLE IMAGES

Defective images within this document are accurate representations of the original documents submitted by the applicant.

Defects in the images include but are not limited to the items checked:

- ☐ BLACK BORDERS
- ☐ IMAGE CUT OFF AT TOP, BOTTOM OR SIDES
- ☐ FADED TEXT OR DRAWING
- ☐ BLURRED OR ILLEGIBLE TEXT OR DRAWING
- ☐ SKEWED/SLANTED IMAGES
- ☑ COLOR OR BLACK AND WHITE PHOTOGRAPHS
- ☐ GRAY SCALE DOCUMENTS
- ☐ LINES OR MARKS ON ORIGINAL DOCUMENT
- ☐ REFERENCE(S) OR EXHIBIT(S) SUBMITTED ARE POOR QUALITY
- ☐ OTHER: _____

IMAGES ARE BEST AVAILABLE COPY.
As rescanning these documents will not correct the image problems checked, please do not report these problems to the IFW Image Problem Mailbox.